Integrated Science Syllabus
Grade Level: 7

Instructor: Mr. Wilfred I. Bivens Jr.
  Email: wilfred.bivens@pac.dodea.edu
  Phone number: 263-45320
  Building: 919
  Room number: 113
  Planning time: 8:15 – 9:00

Description / Philosophy: Major Concepts/Content: Integrated Science II is designed to provide students with an integrated approach to three traditional science disciplines (life science, physical science, earth/space science), in addition to science as inquiry, science & technology, science & social perspectives, and the history & nature of science. The course integrates the traditional disciplines using the unifying concepts and processes of systems, order & organization, evidence, models & explanation, change, consistency & equilibrium, and form & function.

Scientific inquiry and understanding about inquiry are emphasized through practical implications and meaningful applications. Topics students study include water, ecology, geology, plant and animal life, properties of matter, populations, and the solar system.

Major Instructional Activities: Based on the philosophy that scientific knowledge is best acquired through inquiry, the course uses a variety of techniques to introduce, stimulate, explore, and reinforce major scientific concepts, theories, principles, and skills.

Instructional activities are staged in appropriate settings. They include laboratories, classrooms, forms of technology, and field studies. Teaching strategies include investigations, demonstrations, discussions, and hands-on/minds-on experiences.

Major Evaluation Techniques: All aspects (e.g., ability to inquire, scientific understanding of the natural world, and understanding of the nature and utility of science) of progress in science are measured using multiple methods such as individual and group performances, projects, interviews, reports, student-generated works, and/or conventional testing.
I believe all students are capable of learning and should receive what they need to insure success in the classroom.

Goals:
Scientific Inquiry – Q1

- Why do scientists use different types of microscopes?
- What is the importance of variables in scientific research?
- Why do scientists repeat testing during scientific research?
- What is the significance of creating graphs, charts and tables to show data?

The Chemical Nature of Matter – Q1-Q2

- How are scientists able to identify and group elements on the periodic table?
- Why should scientists know common acids and bases?
- Why is nothing lost in a chemical reaction?
- How are physical characteristics and chemical characteristics different?

Cells and Heredity – Q2

- Summarize and compare major indicators of plant and animal cells
- 7 characteristics of life
- Genetics/ Punnett Squares
- Heredity vs. Environment

Human Body Systems and Disease – Q3

- Levels of Organization
- Major Systems and Organs – Functions and Relationships
- Effects of Disease

Ecology: The Biotic and Abiotic Environment – Q4

- Why do so many organisms live in the same area?
- How would a forest fire affect an ecosystem?
- Will the world still rely on fossil fuels as the primary energy source?


Academic Integrity: The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

Assessment: Student will be assessed using assessments for learning as well as those of learning. (Using both authentic and criterion specific tools)

Classroom Management: School polices as outline in the handbook are followed

Instructional Classroom Rules
1. Keep hands, feet, and objects to myself.
2. Come prepared daily.
3. Stay on task.
4. Raise a silent hand to respond or be recognized please. (Necessary, true and kind)

Course Calendar: Provide course calendar information. If you use Schoology to post assignment material, this calendar is ideal.

Grading Policy: Students will be evaluated for class participation; Laboratory exercises; quizzes and test; projects

1. inquiry skill labs = 25%
2. Homework/notebook = 15%
3. Content class work = 25%
4. Tests/ quizzes/project = 35%

100%

Grading Scale: Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.

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Homework: Briefly discuss homework policy. Include information regarding where pending assignments are posted for parent and student access (Schoology, Gradespeed, Student Planner, etc.).
**Late-work Policy:** Late work is not accepted after 2 weeks past the turn-in date. 10% will be deducted every day the assignment is not turned in during this 2 week period. If the assignment is not completed by the end of this extension period, then the student will receive a minimum grade determined by the teacher.

Students may retake any quiz or test they fail for an improved averaged grade.

**Materials Required:** The teacher should briefly list any required materials needed by the student during class. Please include information on where to acquire any special items.

**Printing and Paper Consumption:** Please print after requesting permission.

**Schoology Course Access:** URL: https://schoology.dodea.edu
- **Username:** @student.dodea.edu email address (issued to each student in seminar class when school begins)
- **Password:** use the student email password (issued to each student when school begins)

**Textbook:** Glencoe Green and Blue textbook will be the primary text.

Here is the online text book login credentials and needed to access our approved textbook. We use two versions (Blue and Green).
- **URL:** www.glencoe.com
- **User name:** Green Password: phes9EheTr
- **User name:** Blue Password: gutruna3af

**Tutoring and Extra-Help:** I am available during seminar if any extra help is required. I am sometimes available after school if arrangements are made in advance.
Language Arts Syllabus
Grade Level: 8

Instructor: Mr. Brown
   Email: Michael.brown@pac.dodea.edu
   Phone number: 263-4040
   Building: 919
   Room number: 211
   Planning time: (A day: 9:55-10:35 am) (B day: 1:50-2:30 pm)

Description / Philosophy: The English language arts course provides a content that engages the student in literacy skills of reading, writing, speaking, and listening while integrating computer and research skills that prepare a student for higher levels of language arts. Investigating the language arts consists of understanding the human world of ideas through language use and stories. We all have a story to tell and students will learn how to express it well.

Goals: The content focus for 8th grade will include an exploration of literary and non-fiction works, proper language use and writing.

- Word recognition, fluency, and vocabulary development.
- Comprehension and analysis of nonfiction and informational text.
- Comprehension and analysis of literary text.
- Writing processes and features.
- Different types of writing and their characteristics.
- English language conventions.
- Listening and speaking skills, strategies, and applications.

Standards Reference: http://www.dodea.edu/Curriculum/ELA/standards1.cfm
**Academic Integrity**: Academic integrity is a guiding principle which encourages students to learn and grow through discipline, time management, and proper crediting for the use of another’s work. To encourage this principle, plagiarism will not be tolerated in any form and will result in a zero score and parental notification. Plagiarism is defined according to the Merriam Webster dictionary as: “to steal and pass off (the ideas or words of another) as one's own, to use (another’s production) without crediting the source, to commit literary theft, to present as new and original an idea or product derived from an existing source.”

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

**Assessment**: Students will be assessed with a variety of formative and summative assessments that measure the student’s comprehension and mastery of the content standards as they apply to this course.

**Classroom Management**: Students will be guided in the path of discovery using the principles of the Zama Middle School P.R.I.D.E. In addition, students should practice the skills of:

- **Punctuality** by arriving to the classroom and being in their assigned seat before the bell rings.
- **Politeness** by treating others with respect and following the Golden Rule. Be Nice to classmates, teachers, staff, and guests.
- **Preparedness** by having the required materials and having all assignments done and turned in on the due date.
- **Perseverance** by engaging in the material despite the appearance of being hard and finding an interest and motivation to learn something new.
- **Participation** by “working hard” in all tasks and contributing actively in all individual and group assignments.

Students who practice these expectations will be rewarded with a successful middle school learning environment which contributes to better grades and privileges bestowed by teachers and administration.
Students who fall short of these guiding principles will face consequences including: warnings, teacher conferences, parental notifications, detentions, parental meetings, and referrals to Counselor or Principal.

**Course Calendar:** Refer to Schoology for all assignments and upcoming project dates.

**Grading Policy:** Grades are based on total points earned as applied to the following grading scale and percentage:

- Assessment (Tests) 20%
- Research/Papers 20%
- Quizzes 30%
- Projects 20%
- Home and In-class Tasks 5%
- Journal 5%

**Grading Scale:** Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.

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**Homework:** This is an assignment that is done either in class or at home which enhances a student’s mastery of a standard. Homework will be posted on Schoology as well as written in student’s planners by the students.
Late-work Policy: No late work will be accepted after the summative assessment (major test) for that topic. However, students who submit work after a deadline, but prior to the test, may be assigned a late penalty of one letter grade (10%). Any work submitted that meets minimum criteria for mastery will earn at least a minimum passing grade.

Materials Required: Literature textbook (kept in class); Assignment/Planner book; Language Arts folder; Literature notebook; Grammar textbook (kept in class) Grammar CD (homework use); Online Access/password; Journal (everyday); and Pen/pencil.

Printing and Paper Consumption: In an effort to conserve paper, students may print only with the permission of the teacher. If the printer is not working please do not continue to send additional print requests as those requests tend to use excess paper.

Schoology Course Access: Schoology will be employed throughout this course. All assignments will be loaded on the class page as well as offering a place for students to submit assignments.

- URL: https://schoology.dodea.edu
- Username: @student.dodea.edu email address (issued to each student in seminar class when school begins)
- Password: use the student email password (issued to each student when school begins)


- Hardbound Copies: Textbooks are available for students only as a classroom set. There are compact disks available for check out for grammar assignments.
- Online Textbook Access: It is unknown at this time whether the online text is available to students.
  - URL: http://go.hrw.com/gopages/

Tutoring and Extra-Help: I will be available after school most days to answer any questions or to provide help with literature or writing assignments.
Drama
Grade Level: 7, 8

Instructor:  Mrs. Margaret Flavan-Brown  
Email:  margaret.flavan-brown@pac.dodea.edu  
Phone number: 263-4040  
Building: 913; Room number: 110  
Planning time:  A-Days 11:25 am – 12:10 am; B-Days 09:05 – 09:50

Description / Philosophy:
The drama course is designed to give the students opportunity to experience drama as a significant and rewarding activity and to enable students to demonstrate knowledge of the historical background of drama. The content includes, but is not limited to, recognition of the different genres of drama (tragedy, comedy, farce, melodrama, musical) and the elements of playwriting; use of oral communication skills such as appropriate voice levels, gestures, posture, and language; understanding of the importance of drama as a reflection of society; and recognition of drama as a self-rewarding activity that involves the identification of the unique worth of the individual, the motivation behind human behavior; and the dynamics of interpersonal relationships. Fine Arts curricula epitomize the concepts of 21st Century Teaching and Learning through student engagement of critical thinking & problem solving, creativity & innovation, communication & collaboration.

Goals:
• Provide opportunities in which students are challenged to develop and demonstrate the critical thinking and problem solving processes and proficiencies involved with creation, interpretation, communication, and learning, in and through drama.

Standards Reference:
http://www.dodea.edu/Curriculum/Drama/index.cfm

Academic Integrity:
The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

Assessment: Students understanding, reinforcement and mastery of the material will be evaluated via active class participation; through written quizzes and examinations; and for creativity, reliability, and dependability when performing assigned tasks/roles/responsibilities.
Classroom Management:
The following is included on an expectations sheet that will be handed out the first day of class and brought home for all to understand and be on ‘the same page’:

**P.R.I.D.E. begins inside!**

_Preparation, Responsibility, Integrity, Determination, Excellence_

_Along with the P.R.I.D.E. standard set forth as a school, please observe the following:_

**Behavioral Rules**
1. Be in your seat when the bell rings
   - if you need to tell me something, please do so AFTER the tardy bell
2. Bring all necessary materials to class
3. Refrain from speaking while others are speaking, wait your turn
4. Basic courtesies are expected, such as ‘may’, ‘please’, and thank you’
5. Leave the room as you found it
   - please straighten up before going to your next class
6. Drinks are not permitted in class with the exception of water on hot days
7. Refrain from grooming yourself in class, please do so in the restroom

**Academic Rules:**
1. There is no such thing as ‘no homework’, if no new assignments are given then you are expected to review material as pop quizzes will be part of class work
2. Make certain all assignments are in on time
   - Each day (not class period) that any assignment/project is late, it is down ten percent (or one full grade) from whatever grade the work would have earned until a minimum grade is reached
   - this does not apply to any Excused Absences
3. Projects are a part of this class and you are expected to do your part, especially if you are working in a group
4. Bring something **with you** to work on once you have completed a test

**Course Calendar:**
Weeks 1 & 2: Improvisation
Weeks 3 & 4: Pantomime & Mime
Weeks 5 & 6: Voice & Diction
Weeks 7, 8 & 9: Acting

**Homework:**
Homework is given daily, assignments will be written on the board and should be written by the student into their planner each class.

**Grading Policy:**
* Grading categories and weighting, as found on GradeSpeed, are:
  - Participation 30%, Homework/notebooks 20%, Quizzes 15%, Projects 20%, Tests 15%
  - Extra credit is typically not offered
**Grading Scale:** Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.

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**Late-work Policy:**
Each calendar school day an assignment is late the work is marked down 10% from the grade the work would have earned if turned in on time until a minimum grade is reached. A zero is earned for assignments where no work is turned in.

1. If a student is missing one assignment, they will be asked to fill out a brief slip helping me to understand why it is not completed.
2. If a student is missing two assignments they will be asked to fill out the slip and I will send an e-mail to the sponsor to further communication and the school/home partnership.
3. If a student is missing three assignments they will fill out a slip and I will request a conference with the student, sponsor and myself to understand the lack of work and develop a plan of action to help the student.

**Materials Required:**
Notebook or binder with loose leaf paper; folder with pockets; 2 pens; colored pencils

**Printing and Paper Consumption:**
While in school students should plan to primarily copy and paste information to a Word document, and to pare information down to one page for printing when necessary. While conducting research it is strongly suggested that students utilize their g-mail accounts to send information to themselves and/or to group members as warranted.
Schoology Course Access:
Schoology will be used in conjunction with other means to take quizzes, check for homework and potentially a few more things such as video clips to augment assignments. Schoology will not take place of the planner, where students are expected to write their assignments each class, or quizzes on paper.

- **URL:** [https://schoology.dodea.edu](https://schoology.dodea.edu)
- **Username:** @student.dodea.edu email address (issued to each student in seminar class when school begins)
- **Password:** use the student email password (issued to each student when school begins)

Textbook, to be handed out within the first week of school:

Tutoring and Extra-Help:
Students may either see me during Seminar or utilize Homework Club. Questions may also be sent via e-mail and I will be happy to answer them as soon as possible, but please keep in mind that my work e-mail may only be accessed at school.
Expectations for Ms Flavan-Brown’s Classroom

P.R.I.D.E. begins inside!
Preparation, Responsibility, Integrity, Determination, Excellence

Along with the P.R.I.D.E. standard set forth as a school, please observe the following:

Behavioral Rules
1. Be in your seat when the bell rings
   - if you need to tell me something, please do so AFTER the tardy bell
2. Bring all necessary materials to class
3. Refrain from speaking while others are speaking, wait your turn
4. Basic courtesies are expected, such as ‘may’, ‘please’, and ‘thank you’
5. Leave the room as you found it
   - please straighten up before going to your next class
6. Drinks and food are not permitted in class with the exception of water on hot days or as part of a presentation
7. Refrain from grooming yourself in class, please do so in the restroom
8. _______________________________________________________

Academic Rules:
1. There is no such thing as ‘no homework’, if no new assignments are given then you are expected to review material as pop quizzes will be part of class work
2. Make certain all assignments are in on time
   - Each day (not class period) that any assignment/project is late, it is down ten percent (or one full grade) from whatever grade the work would have earned until a minimum grade is reached
   - this does not apply to any Excused Absences
3. Projects are a part of this class and you are expected to do your part, especially if you are working in a group
4. Bring something with you to work on once you have completed a test
5. _______________________________________________________
6. _______________________________________________________

The following Three Strike Policy, in addition to the school policies outlined in the Student/Parent Handbook, is adhered to in my classroom:

If you cause disruption of learning in this classroom:
• 1st offense Teacher / Student conference.
• 2nd offense Teacher / Parent Conference
• 3rd offense Teacher/ Parent/ Student Conference

Student signature
of understanding: ______________________________________________

Parent signature
of understanding: ______________________________________________
World Geography Syllabus
Grade Level: 7

Instructor: Mrs. Margaret Flavan-Brown
   Email: margaret.flavan-brown@pac.dodea.edu
   Phone number: 263-4040
   Building: 913; Room number: 110
   Planning time: A-Days 11:25 am – 12:10 am; B-Days 09:05 – 09:50

Description / Philosophy:

Geography through Recent Historical Events: The Middle East, Asia, Africa and Central and South America
Students in Grade 7 will study the regions and nations of the Middle East, Asia, Africa, and Central and South America. Through print and electronic media, data bases, community resources, organizations and institutions, students will use geography, recent history, current events and technology to examine and compare major geographic characteristics and analyze patterns of change in the world. They will assess economic systems that have contributed to the development of nations in the last 20 years to today, examine the characteristics and perspectives of cultures and societies, understand the workings of governments, and trace the influence of the recent past on the present and the near future.

Goals: To help students understand global interests and histories, how it may impact them, and how they may impact the world.


Academic Integrity:
The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

Assessment: Students understanding, reinforcement and mastery of the material will be assessed by classroom discussions, projects, homework, quizzes and tests.

Classroom Management:
The following is included on an expectations sheet that will be handed out the first day of class and brought home for all to understand and be on ‘the same page’:
P.R.I.D.E. begins inside!
Preparation, Responsibility, Integrity, Determination, Excellence
Along with the P.R.I.D.E. standard set forth as a school, please observe the following:

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3. Projects are a part of this class and you are expected to do your part, especially if you are working in a
   group
4. Bring something with you to work on once you have completed a test

Course Calendar:
First Quarter:
August
Welcome to Middle School
Recap essential geographic concepts

September
Continuation of recap
Unit 1: Chapters 1 – 3; World Geography Overview
Rudimentary Government Structures culminating in project
Current events articles
Begin 5 Major World Religions: Judaism, Christianity, Islam, Hinduism, and Buddhism

October/First week of November
5 Major World Religions continued culminating in project

Second Quarter:
November
Essential Economic Steps (Primary through quaternary i.e. diamond mine or lumber) reinforced
Economies of the world (Market, etc.) culminating in project
Unit 3: Chapters 7 – 9; Central and South America
Global Focus Latin America
Current events articles
December
Conclude Unit 3: Central and South America
International Winter Celebrations research

January
Global Focus Africa
Unit 7: Africa (read Chapters 19 - 21, answer section questions and chapter review sections)
Current events articles

Third Quarter:
February
Continue Unit 7: Africa
Current events articles
Create African timeline

March
Global Focus Africa
Unit 6: Southwest and Central Asia (read Chapters 16 -18, answer section questions and chapter review sections)
Current events articles

Fourth Quarter:
April
Continue Unit 6: Southwest and Central Asia
Current events articles

May
Global Focus Southwest and Central Asia
Unit 9: East Asia, South Asia, Southeast Asia (read Chapters 25 - 27, answer section questions and chapter review section)
Current events articles

June
Continue Unit 9: East Asia, South Asia, Southeast Asia
Global Focus Asia

Homework:
Homework is given daily, assignments will be written on the board and should be written by the student into their planner each class.

Grading Policy:
* Grading categories and weighting, as found on GradeSpeed, are:
  - Participation 10%, Homework/notebooks 30%, Quizzes 20%, Projects 20%, Tests 20 %
Extra credit is typically not offered

**Grading Scale:** Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.

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**Materials Required:**
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conducting research it is strongly suggested that students utilize their g-mail accounts to send information to themselves and/or to group members as warranted.

**Schoology Course Access:**
Schoology will be used in conjunction with other means to take quizzes, check for homework and potentially a few more things such as video clips to augment assignments. Schoology will not take place of the planner, where students are expected to write their assignments each class, or quizzes on paper.

- **URL:** [https://schoology.dodea.edu](https://schoology.dodea.edu)
- **Username:** @student.dodea.edu email address (issued to each student in seminar class when school begins)
- **Password:** use the student email password (issued to each student when school begins)

**Textbook,** to be handed out within the first week of school:


**Tutoring and Extra-Help:**
Students may either see me during Seminar or utilize Homework Club. Questions may also be sent via e-mail and I will be happy to answer them as soon as possible, but please keep in mind that my work e-mail may only be accessed at school.


**Expectations for Ms Flavan-Brown’s Classroom**

**P.R.I.D.E. begins inside!**

Preparation, Responsibility, Integrity, Determination, Excellence

*Along with the P.R.I.D.E. standard set forth as a school, please observe the following:*

**Behavioral Rules**

1. Be in your seat when the bell rings
   - if you need to tell me something, please do so AFTER the tardy bell
2. Bring all necessary materials to class
3. Refrain from speaking while others are speaking, wait your turn
4. Basic courtesies are expected, such as ‘may’, ‘please’, and ‘thank you’
5. Leave the room as you found it
   - please straighten up before going to your next class
6. Drinks and food are not permitted in class with the exception of water on hot days
   or as part of a presentation
7. Refrain from grooming yourself in class, please do so in the restroom
8. __________________________________________________________

**Academic Rules:**

1. There is no such thing as ‘no homework’, if no new assignments are given then
   you are expected to review material as pop quizzes will be part of class work
2. Make certain all assignments are in on time
   - Each day (not class period) that any assignment/project is late, it is down ten
     percent (or one full grade) from whatever grade the work would have earned
     until a minimum grade is reached
   - this does not apply to any Excused Absences
3. Projects are a part of this class and you are expected to do your part, especially if
   you are working in a group
4. Bring something with you to work on once you have completed a test
5. __________________________________________________________
6. __________________________________________________________

The following Three Strike Policy, in addition to the school policies outlined in the
Student/Parent Handbook, is adhered to in my classroom:

If you cause disruption of learning in this classroom:

- 1st offense Teacher / Student conference.
- 2nd offense Teacher / Parent Conference
- 3rd offense Teacher/ Parent/ Student Conference

Student signature
of understanding: ____________________________________________

Parent signature
of understanding: ____________________________________________
Zama American Middle School  
Unit 45005; US Army, Japan  
APO AP 96343-5005

SPANISH 1/AB (Middle School Semester Course) – Course Syllabus  
Grade Levels: 7 and 8

Instructor: Mr. J. Gabilondo  
Email: jose.gabilondo@pac.dodea.edu and jose.gabilondo@student.dodea.edu  
Phone number: 263-5317  
Building: 919  
Room number: 213  
Planning time: A Days 1300-1430 and B Days 0905-1035

Course Description:
This is a Middle School semester long Spanish language foundation course. Students develop basic Spanish language reading, listening, and understanding skills that will enable them to function in everyday situations. The student also develops speaking and writing skills appropriate to the level of study. The student will gain appreciation of the culture and people of Spanish speaking countries and compare/contrast them with non-Spanish speaking countries. The course will provide the foundation to further pursue language mastery at the High School level (Level I-IV and AP).

Philosophy:
Knowledge is power and a high quality education is the key to independence and opportunity. Education is not just a title or degree; it is a dynamic and ongoing process that requires energy/effort, high expectations, solid standards, much work, and caring role models. Education requires students, teachers and parents to diligently prioritize and work to teach, to learn and to apply what is learned. In a competitive, interconnected, interdependent global society and economy; mastering commonly used world languages such as Spanish is a key ingredient to achieving competitive success and building a high quality standard of living.

Goals:
Students will develop basic listening, reading, writing and conversation skills in the Spanish language. Students will develop the necessary linguistic base to be successful in Spanish I-IV AP and beyond.

Standards:  

Prepared by Mr. J. Gabilondo, Zama Middle School, 8/28/2015, SY2015-2016.  Jose.gabilondo@pac.dodea.edu
Academic Integrity:
The course policy regarding Academic Integrity is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.” Plagiarism is not acceptable. Students must make every effort to create original work featuring their own voice and originality. Plagiarism includes cutting and pasting work (including pictures), or closely paraphrasing work from the internet or other sources without proper quotations and citations. For language classes using online translators (e.g. google translate) is a form of cheating which negatively affects the language learning process. If a student is caught cheating or plagiarizing, no credit for the assignment will be received and the parents will be notified. If it is a repeated behavior, the administration will be contacted for disciplinary action.

On-line translation is considered cheating. It is obvious when those programs are used because they either provide structures beyond the student’s knowledge level or provide literal/incoherent translations. Use of online translation inhibits effective foreign language instruction, development, and learning. The teacher will announce if and when an online translator can be used for certain assignments.

Assessment:
1. Vocabulary Quizzes – Generally Weekly
2. Thematic Tests – Generally every three weeks
3. Verbal Interviews, Dialogues, Recordings
4. Spanish Journal Entries and Notebook
5. Homework Assignments and Supersite Assignments
6. Pre-Assessments – Takes many forms. Formative in nature (oral, written, group and/or individual). Used as Anticipatory Set. Differentiated.
7. Post-Assessments – Takes many forms. Formative or summative in nature (oral, written, group and/or individual). Differentiated.
8. Performance/Authentic Assessment – Quarterly Project

Classroom Management:
1. Follow P.R.I.D.E principles.
2. Follow directions the first time given.
3. Bring all required materials every time.
4. Participate in class.
5. Be respectful.

Course Sequence/Calendar: Sequence and content is subject to change as this is the first year of implementation for the Descubre series within DoDEA.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>THEMES</th>
<th>ACCOMPANYING GRAMMATICAL STRUCTURES</th>
<th>COMMENTS/NOTES</th>
<th>DESCUBRE LECCION AND TEACHER DEVELOPED SOURCES</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUG</td>
<td>HOLA ¿COMO ESTAS?</td>
<td>ALPHABET/PHONEMIC/PHONETIC</td>
<td>COMMUNICA</td>
<td>1</td>
<td>FL1a;FL1b.1;</td>
</tr>
</tbody>
</table>

Prepared by Mr. J. Gabilondo, Zama Middle School, 8/28/2015, SY2015-2016. Jose.gabilondo@pac.dodea.edu
<table>
<thead>
<tr>
<th>SEP</th>
<th>NICE TO MEET YOU</th>
<th>IMPERATIVES – TPR INTRO</th>
<th>TION</th>
<th>FL1b.2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TELLING TIME – THE NUMBERS</td>
<td>PRONUNCIATION</td>
<td>QUARTER PROJECTS</td>
<td>1&amp;7 FL1a;FL1b.1;FL1b.2</td>
</tr>
<tr>
<td></td>
<td>THE WEATHER – EL TIEMPO</td>
<td>GENDER AND NUMBER</td>
<td>SUPERSITE INTEGRATION – 1to1laptop to Student Ratio</td>
<td>1&amp;5 FL1b.1;FL1c.2;FL1c.3</td>
</tr>
<tr>
<td></td>
<td>VAMOS + A QUIERO TENGO ME GUSTA</td>
<td>INTEROGATIVES/QUESTION WORDS</td>
<td>BASIC SENTENCES</td>
<td>1-9 Spiraled Teacher Created FL1c.3;FL1c.2;FL1c.5</td>
</tr>
<tr>
<td>SEP</td>
<td>THE CLASSROOM/SCHOOL</td>
<td>DEFINITE AND INDEFINITE ARTICLES</td>
<td></td>
<td>2 FL1b.1;FL1b.4</td>
</tr>
<tr>
<td>OCT</td>
<td>WHO AND HOW AM I - ¿QUE TE GUSTA?</td>
<td>VERB INFINITIVES REFLEXIVE VERBS USE</td>
<td></td>
<td>3&amp;4 FL1b.1;FL1b.7</td>
</tr>
<tr>
<td>OCT-NOV</td>
<td>LA FAMILIA</td>
<td>PRESENT TENSE REGULAR VERBS CONJUGATIONS POSSESSIVE ADJECTIVES</td>
<td></td>
<td>3 FL1c.5;FL1c.8;FL1.1 2;FL2a</td>
</tr>
<tr>
<td>NOV-DEC</td>
<td>DESCRIBING SELF AND OTHERS</td>
<td>PRESENT TENSE IRREGULAR VERBS (IR, SER, ESTAR, TENER, QUERER) – HIGH USE IRREGULAR VERBS</td>
<td>VERBEX</td>
<td>3 FL1b.1;FL4a.1</td>
</tr>
<tr>
<td>DEC-JAN</td>
<td>THE RESTAURANT AND FOODS</td>
<td>SUPERLATIVES/COMPARATIVES</td>
<td></td>
<td>8 FL1b.1;FL1a;FL1a.4;FL1a.2</td>
</tr>
</tbody>
</table>

**Grading Policy:**
Students' knowledge and mastery of the content standards is assessed through a variety of measures, such as written and oral quizzes and tests, projects, essays, and reports.

The quarter grades will be determined with the following grading categories and percentages:
- Classwork, Homework, and Conversation/Comprehension Participation = 25%
- Quizzes = 15%
- Spanish Journal and Class Reflections = 15%
- Quarter Projects = 25%
- Tests = 20%

Parents and students should frequently check current grades and teacher comments online though GradeSpeed. Please verify that you are able to access GradeSpeed. Please contact me via email as soon as possible with any concerns or questions. Also, check our class sites on Schoology.Com and VHLCENTRAL.COM for important assignments, information and updates.

**Grading Scale:** Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.

Prepared by Mr. J. Gabilondo, Zama Middle School, 8/28/2015, SY2015-2016. Jose.gabilondo@pac.dodea.edu
90-100=A Grade Points - 4
80-89=B Grade Points - 3
70-79=C Grade Points - 2
60-69=D Grade Points - 1
59 or below=F Grade Points - 0

**Homework Assignments:**
Homework is due the following class session, unless otherwise directed. Students will write their assignments in their planner before leaving the class. Homework is posted daily on the board in class, on the class Schoology.com website and on GradeSpeed. Additionally, assignments and homework will be assigned on the course Supersite (vhlcentral.com). Each homework assignment will have an assigned point value and students will receive a ✓ if work meets standards (full credit), an X if work is incomplete and/or requires revision (student may receive partial credit), or an “0” if the work is not turned in, is illegible, or did not meet the requirement (zero credit will be awarded). If students do not complete in-class assignments during class they become homework. If a student revises and resubmits work he/she may receive a higher grade. For assignments assigned via the Supersite at vhlcentral.com many will be automatically graded once completed and reported automatically to the teacher.

**Late-work Policy:**
Please contact the school to excuse absences and to coordinate extended absences. Assignments, projects, and handouts will be posted on our class white board, on Schoology.Com class page, VHLCentral.Com and on GradeSpeed. Late work is accepted from students who have excused absences without penalty provided it is submitted in a timely manner. Late work turned in for an unexcused reason may be accepted for partial credit in accordance with the 7th and 8th Grade Team policy.

**Materials Required:**
1. textbook and workbook (if required)
2. hardbound composition notebook (Spanish Journal)
3. three ring binder with pockets and loose leaf paper
4. student planner
5. blue pen
6. black pen
7. highlighter
8. pencils

**Printing and Paper Consumption:**
Let’s save and conserve our resources and better protect the environment! Neatly handwritten assignments are acceptable for my courses. If the student prefers to print then print all work for turn-in either at home or at the base/post library and not at school. Don’t use color ink as it is very expensive and unnecessary, I’m looking at content, quality, and originality. Use two-sided printing whenever possible to conserve paper.
Schoology Course Access: All students are expected to check our course on Schoology.Com daily. Students will find helpful classroom information and be able to ask questions and seek clarification using our course site at Schoology.Com.

- **URL:** [https://schoology.dodea.edu](https://schoology.dodea.edu)
- **Username:** @student.dodea.edu email address (issued to each student in seminar class when school begins)
- **Password:** use the student email password (issued to each student when school begins)

Extra Credit:
I generally do not assign extra credit. However, there may be opportunities to earn bonus points on a quiz/test or a special assignment given to the entire class. I suggest all students take advantage of these extra points. In order to salvage an unsatisfactory grade, the student must improve their study habits early enough in the term in order to achieve higher scores on their future assignments. Please do not ask for extra credit.

Textbook: Descubre 1 Second Edition, Vista Higher Learning, 2014 will be accessed by students through student account on VHLCENTRAL.COM. There will be a class set for in-class use.

Tutoring/Extra-Help:
Please arrange to have the phone number/email of at least one other classmate to study with and get assignments from if you are absent. **Please see me during seminar or World Language Homework Club on Thursdays after school or Mondays by appointment for additional assistance.**

Please acknowledge via email to jose.gabilondo@pac.dodea.edu that you have read the classroom rules and expectations. The instructor reserves the right to make any adaptations or adjustments based on any changes in DoDEA standards, policies, or requirements during the 2015-2016 school year.
Mathematics 7 Syllabus
Grade Level: 7

Instructor: Mr. Troy Kraatz
Email: troy.kraatz@pac.dodea.edu
Phone number: 263-4040
Building: 919
Room number: 109
Planning time: 11:30 am – 12:55 am

Description / Philosophy: Knowing, and being able to demonstrate, how to solve a math problem is more important than the final answer. Mastery of the material is of paramount importance to the amount of time spent getting there.

Goals: Seventh grade mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (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; and (4) drawing inferences about populations based on samples.

Standards Reference:
http://www.dodea.edu/collegeCareerReady/math-standards.cfm?filterID=math_grade7_intro&pageView=math

Academic Integrity: The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

Assessment: Students will be assessed by mastery of the material. This will be measured by quizzes (formative assessment) and tests (summative assessment.)
**Classroom Management:** 1. Be in your seat when class starts. 2. Come prepared for class. 3. Be respectful in voice and action to all classmates and teacher. 4. Follow the P.R.I.D.E. guiding principles of the school.

**Course Calendar:** Please see Schoology calendar for all course assignments and assessments.

**Grading Policy:**

- **Grade Categories and Weights:**
  - Pre-work/classwork – 5%
  - Homework – 20%
  - Quizzes/Projects – 25%
  - Tests – 45%

- **Grade Improvement:** Quizzes can be repaired for half credit. Tests can be re-taken for one week after returned to student. Late work will be accepted, but penalty may be applied.

**Grading Scale:** Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100 percent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80-89 percent</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>70-79 percent</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>60-69 percent</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>59 percent or less</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (until removed)</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Passing a Pass/Fail course</td>
<td>NA</td>
</tr>
<tr>
<td>N</td>
<td>No grade / Not passing a Pass/Fail course</td>
<td>NA</td>
</tr>
</tbody>
</table>
Homework: Homework will primarily consist of previewing the lesson, taking notes prior to coming to class, and online assignments using ASSISTments. The bulk of math instruction and practice will occur in the classroom. **Students are expected to spend at least 15 to 20 minutes doing math homework every day.**

Late-work Policy: The 7th grade team policy is a 10% deduction in possible points for every day an assignment is not turned in. In the event of an excused absence, the student has the same number of days to make-up missed assignments as days absent. It is the students’ responsibility to obtain missed assignments.

Materials Required: Pencils, eraser, paper and a notebook or composition book for note-taking.

Printing and Paper Consumption: All printing should be done at home.

Schoology Course Access: Math 7 will use Schoology extensively. The calendar will host all assignments and alerts for assessments. Please ensure you are able to login to Schoology and check it daily. **Parents and students share the same credentials for accessing Schoology.** Please see the school website for instructions for accessing the Schoology app for smart devices!

- **URL:** [https://schoology.dodea.edu](https://schoology.dodea.edu)
- **Username:** @student.dodea.edu email address (issued to each student in seminar class when school begins)
- **Password:** use the student email password (issued to each student when school begins)


- **Hardbound Copies:** Class set shared by students.
- **Online Textbook Access:**
  - **URL:** [www.glencoe.com/ose](http://www.glencoe.com/ose)
  - **Access Codes:** F55E31C897, or AAE8C64DE2, or B3831555D6

Tutoring and Extra-Help: Students can take advantage of seminar class to see me for assistance. There will also be an after school math tutorial session available throughout the year on Tuesdays and Thursdays. Homework club is also available after school on certain days of the week. Additionally, there are online resources available via the school website.
SPANISH 1/C (High School Credit) – Course Syllabus
Grade Levels: 7 and 8

Instructor: Mr. J. Gabilondo
Email: jose.gabilondo@pac.dodea.edu and jose.gabilondo@student.dodea.edu
Phone number: 263-5317
Building: 919
Room number: 213
Planning time: A Days 1300-1430 and B Days 0905-1035

Course Description:
This is a High School level credit awarding rigor course. Students develop basic Spanish language reading, listening, and understanding skills that will enable them to function in everyday situations. The student also develops speaking and writing skills appropriate to the level of study. The student will gain appreciation of the culture and people of Spanish speaking countries and compare/contrast them with non-Spanish speaking countries. The course will provide the foundation to further pursue language mastery.

Philosophy:
Knowledge is power and a high quality education is the key to independence and opportunity. Education is not just a title or degree; it is a dynamic and ongoing process that requires energy/effort, high expectations, solid standards, much work, and caring role models. Education requires students, teachers and parents to diligently prioritize and work to teach, to learn and to apply what is learned. In a competitive, interconnected, interdependent global society and economy; mastering commonly used world languages such as Spanish is a key ingredient to achieving competitive success and building a high quality standard of living.

Goals:
Students will develop basic listening, reading, writing and conversation skills in the Spanish language. Students will develop the necessary linguistic base to be successful in Spanish II and beyond.

Standards:

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Academic Integrity:
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Assessment:
1. Vocabulary Quizzes – Generally Weekly
2. Thematic Tests – Generally every three weeks
3. Verbal Interviews, Dialogues, Recordings
4. Spanish Journal Entries and Notebook
5. Homework Assignments and Supersite Assignments
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8. Performance/Authentic Assessment – Quarterly Project

Classroom Management:
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2. Follow directions the first time given.
3. Bring all required materials every time.
4. Participate in class.
5. Be respectful.

Course Sequence/Calendar: Sequence and content is subject to change as this is the first year of implementation for the Descubre series within DoDEA.
| AUG  | HOLA ¿COMO ESTAS? NICE TO MEET YOU | ALPHABET/PHONEMIC/PHONETIC IMPERATIVES – TPR INTRO | COMMUNICATION | 1 | FL1a;FL1b.1; FL1b.2 |
| SEP  | TELLING TIME – THE NUMBERS         | PRONUNCIATION                                       | QUARTER PROJECTS | 1&7 | FL1a;FL1b.1; FL1b.2 |
| SEP  | THE WEATHER – EL TIEMPO            | GENDER AND NUMBER                                   | SUPERSITE INTEGRATION – 1to1laptop to Student Ratio | 1&5 | FL1b.1;FL1c.2;FL1c.3 |
| SEP  | VAMOS + A QUIERO TENGO ME GUSTA    | INTEROGATIVES/QUESTION WORDS                        | BASIC SENTENCES  | 1-9 Spiraled Teacher Created | FL1c.3; FL1c.2;FL1c.5 |
| SEP  | THE CLASSROOM/SCHOOL               | DEFINITE AND INDEFINITE ARTICLES                    |                | 2 | FL1b.1; FL1b.4 |
| OCT  | WHO AND HOW AM I - ¿QUE TE GUSTA?  | VERB INFINITIVES REFLEXIVE VERBS USE                |                | 3&4 | FL1b.1; FL1b.7 |
| OCT-NOV | LA FAMILIA                       | PRESENT TENSE REGULAR VERBS CONJUGATIONS POSSESSIVE ADJECTIVES |                | 3 | FL1c.5; FL1c.8;FL1.1 2;FL2a |
| NOV-DEC | DESCRIBING SELF AND OTHERS        | PRESENT TENSE IRREGULAR VERBS (IR, SER, ESTAR, TENER, QUerer) – HIGH USE IRREGULAR VERBS | VERBEX | 3 | FL1b.1;FL1a.1 |
| DEC-JAN | THE RESTAURANT AND FOODS          | SUPERLATIVES/COMPARATIVES                           |                | 8 | FL1b.1;FL1a.4;FL1a.2 |
| JAN-FEB | LA CASA/EL DORMITORIO             | DEMONSTRATIVE PRONOUNS                              | Teacher Developed and 6 | 6 | FL1b.1; FL1b.1 |
| FEB-MAR | LA TIENDA/IR DE COMPRAH            | PRETERITE TENSE DO/IO Pronouns                      |                | 6 | FL1b.3; FL1b.1 |
| MAR-APR | VIAJAR/COMUNIDADES                | REGULAR VERBS IN PRETERITE DO/IO Pronouns Reinforcement |                | 5 | FL1b.3; FL1b.1; FL1a |
| APR-MAY | TRANSPORTACION                    | IRREGULAR VERBS IN PRETERITE                        | PROGRESSIVE STORY IN THE PRETERITE | 5 | FL1c.5; FL1c.6; FL1b.1 |
| MAY-JUN | ENTRETENER                        | COMPARITIVES/SUPERLATIVES REVISITED                 | PRACTICE STAMP  | 4&9 | FL1b.1;FL1b.3;FL1c.4 |
| JUN   | IMPERATIVES/COMMANDS              |                                                       | TEACHER RESOURCES | FL1c.7 | |

Prepared by Mr. J. Gabilondo, Zama Middle School, 8/28/2015, SY2015-2016. Jose.gabilondo@pac.dodea.edu
**Grading Policy:**
Students' knowledge and mastery of the content standards is assessed through a variety of measures, such as written and oral quizzes and tests, projects, essays, and reports. The quarter grades will be determined with the following grading categories and percentages:
- Classwork, Homework, and Conversation/Comprehension Participation = 25%
- Quizzes = 10%
- Spanish Journal and Class Reflections = 15%
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- Tests = 30%
Parents and students should frequently check current grades and teacher comments online through GradeSpeed. Please verify that you are able to access GradeSpeed. Please contact me via email as soon as possible with any concerns or questions. Also, check our class sites on Schoology.Com and VHLCENTRAL.COM for important assignments, information and updates.

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**Late-work Policy:**
Please contact the school to excuse absences and to coordinate extended absences. Assignments, projects, and handouts will be posted on our class white board, on Schoology.Com class page, VHLCentral.Com and on GradeSpeed. Late work is accepted from students who have excused absences without penalty provided it is submitted in a timely manner. Late work turned in for an unexcused reason may be accepted for partial credit in accordance with the 7th and 8th Grade Team policy.

**Materials Required:**
1. textbook and workbook (if required)

Prepared by Mr. J. Gabilondo, Zama Middle School, 8/28/2015, SY2015-2016. Jose.gabilondo@pac.dodea.edu
2. hardbound composition notebook (Spanish Journal) 
3. three ring binder with pockets and loose leaf paper 
4. student planner 
5. blue pen 
6. black pen 
7. highlighter 
8. pencils

**Printing and Paper Consumption:**
Let’s save and conserve our resources and better protect the environment! Neatly handwritten assignments are acceptable for my courses. If the student prefers to print then print all work for turn-in either at home or at the base/post library and not at school. Don’t use color ink as it is very expensive and unnecessary, I’m looking at content, quality, and originality. Use two-sided printing whenever possible to conserve paper.

**Schoology Course Access:** All students are expected to check our course on Schoology.Com daily. Students will find helpful classroom information and be able to ask questions and seek clarification using our course site at Schoology.Com.
- **URL:** [https://schoology.dodea.edu](https://schoology.dodea.edu)
- **Username:** @student.dodea.edu email address (issued to each student in seminar class when school begins)
- **Password:** use the student email password (issued to each student when school begins)

**Extra Credit:**
I generally do not assign extra credit. However, there may be opportunities to earn bonus points on a quiz/test or a special assignment given to the entire class. I suggest all students take advantage of these extra points. In order to salvage an unsatisfactory grade, the student must improve their study habits early enough in the term in order to achieve higher scores on their future assignments. Please do not ask for extra credit.

**Textbook:** Descubre 1 Second Edition, Vista Higher Learning, 2014 will be accessed by students through student account on VHLCENTRAL.COM. There will be a class set for in-class use.

**Tutoring/Extra-Help:**
Please arrange to have the phone number/email of at least one other classmate to study with and get assignments from if you are absent. **Please see me during seminar or World Language Homework Club on Thursdays after school or Mondays by appointment for additional assistance.**

Please acknowledge via email to jose.gabilondo@pac.dodea.edu that you have read the classroom rules and expectations. The instructor reserves the right to make any adaptations or adjustments based on any changes in DoDEA standards, policies, or requirements during the 2015-2016 school year.

Prepared by Mr. J. Gabilondo, Zama Middle School, 8/28/2015, SY2015-2016. Jose.gabilondo@pac.dodea.edu
Social Studies/World Geography – Course Syllabus
Grade Level: 7

Instructor: Mr. J. Gabilondo
Email: jose.gabilondo@pac.dodea.edu and jose.gabilondo@student.dodea.edu
Phone number: 263-5317
Building: 919
Room number: 213
Planning time: A Days 1300-1430 and B Days 0905-1035

Course Description:
Students will gain a deeper understanding of critical world regions including: Central America, South America, Africa, Middle East, and Asia. We will study how the United States affects different parts of the world and how different parts of the world have an impact on the United States. We will relate our studies to the five themes of Geography (place, location, human-environment interaction, region, and movement). Additionally we will focus on the linkages between geography and history, government, economics, and current events. We will gain an appreciation of how countries, regions, and the world are interconnected and interdependent.

Philosophy:
Knowledge is power and a high quality education is the key to independence and opportunity. Education is not just a title or degree; it is a dynamic and ongoing process that requires energy/effort, high expectations, solid standards, much work, and caring role models. Education requires students, teachers and parents to diligently prioritize and work to teach, to learn, and to apply what is learned. In a competitive, interconnected, interdependent global society and economy; understanding geography and its linkages to history, government, economy and current events is a key ingredient to achieving success, to being competitive, and to building a high quality standard of living.

Goals:
Students will develop their geo-spatial knowledge, master basic geographic concepts, and gain an understanding of how economic systems, political systems, government systems, and history interact with geography in major regions of the world.

Standards:
Academic Integrity:
The course policy regarding Academic Integrity is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.” Plagiarism is not acceptable. Students must make every effort to create original work featuring their own voice and originality. Plagiarism includes cutting and pasting work (including pictures), or closely paraphrasing work from the internet or other sources without proper quotations and citations. If a student is caught cheating or plagiarizing, no credit for the assignment will be received and the parents will be notified. If it is a repeated behavior, the administration will be contacted for disciplinary action.

Assessment:
1. Chapter/Section Vocabulary Quizzes – Generally Weekly
2. Chapter Tests – Generally every three weeks
3. Pre-Assessments – Takes many forms. Formative in nature (oral, written, group and/or individual). Used as Anticipatory Set. Differentiated.
4. Post-Assessments – Takes many forms. Formative or summative in nature (oral, written, group and/or individual). Differentiated.
5. Performance/Authentic Assessment – Quarterly Project

Classroom Management:
1. Follow P.R.I.D.E principles.
2. Follow directions the first time given.
3. Bring all required materials every time.
4. Participate in class.
5. Be respectful.

Course Sequence/Calendar:
1st Quarter:
- Geography Overview (Unit 1: Chapters 1-3)
  1. Basic Geography Concepts
  2. World Religions (Unit 1 and Classroom Unit Packet)
  3. Government Systems
  4. Economic Systems
- Central and South America (Unit 3: Chapters 7-9)
- Quarter Project: Pen-Pal Letters (Central/South America)

2nd Quarter:
- Central and South America Continued (Unit 3: Chapters 7-9)
- Africa (Unit 7: Chapters 19-21)
- Quarter Project: Country Brochures

3rd Quarter:
- Southwest Asia (Unit 6: Chapters 16-18)
- Central Asia (Unit 6: Chapters 16-18)
- Quarter Project: News, Weather and Sports

4th Quarter
- Global Water Issues (Unit 6 and Class Video Series)
- East Asia, South Asia, Southeast Asia (Unit 9: Chapters 25-27)
-Quarter Project: Country Festivals

**Grading Policy:**
Students' knowledge and mastery of the content standards is assessed through a variety of measures, such as written and oral quizzes and tests, projects, essays, and reports.
The quarter grades will be determined with the following grading categories and percentages:
Classwork, Homework, and Participation = 25%
Quizzes = 15%
Quarter Projects = 25%
Tests = 20%
Geography Journal Essay Questions and Class Reflections = 15%
Parents and students should check current grades online though GradeSpeed. Please verify that you are able to access GradeSpeed. Please contact me as soon as possible with any concerns or questions.

**Grading Scale:** Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.
90-100=A Grade Points - 4
80-89=B Grade Points - 3
70-79=C Grade Points - 2
60-69=D Grade Points - 1
59 or below=F Grade Points - 0

**Homework Assignments:**
Homework is due the following class session, unless otherwise directed. Students will write their assignments in their planner before leaving the class. Homework is posted daily on the board in class, on GradeSpeed, and on the class website on Schoology.Com. Students will establish their Schoology.Com accounts during their first week in school. Each homework assignment will have an assigned point value and students will receive a ✓ if work meets standards (full credit), an X if work is incomplete and/or requires revision (student may receive partial credit), or an “0” if the work is not turned in, is illegible, or did not meet the requirement (zero credit will be awarded). If students do not complete in-class assignments during class they become homework. Students are encourage to revise and resubmit work.

**Late-work Policy:**
Please contact the school to excuse absences and to coordinate extended absences. Assignments, projects, and handouts will be posted on our class white board, on Schoology.Com class page, and on GradeSpeed. Late work is accepted from students who have excused absences without penalty provided it is submitted in a timely manner. Late work turned in for an unexcused reason may be accepted for partial credit in accordance with the 7th Grade Team policy.

**Materials Required:**
1. textbook
2. hardbound composition notebook (GeoJournal)
3. three ring binder with pockets and loose leaf paper
4. student planner
5. blue pen  
6. black pen  
7. highlighter  
8. pencils  
9. ruler  
10. color pencils

**Printing and Paper Consumption:**
Let’s save and conserve our resources and better protect the environment! Neatly handwritten assignments are acceptable for my courses. If the student prefers to print then print all work for turn-in either at home or at the base/post library and not at school. Don’t use color ink as it is very expensive and unnecessary. I’m looking at content, quality, and originality. Use two-sided printing whenever possible to conserve paper.

**Schoology Course Access:** All students are expected to check our course on Schoology.Com daily. Students will find helpful classroom information and be able to ask questions and seek clarification using our course site at Schoology.Com.
- **URL:** https://schoology.dodea.edu  
- **Username:** @student.dodea.edu email address (issued to each student in seminar class when school begins)  
- **Password:** use the student email password (issued to each student when school begins)

**Extra Credit:**
I generally do not assign extra credit. However, there may be opportunities to earn bonus points on a quiz/test or a special assignment given to the entire class. I suggest all students take advantage of these extra points. In order to salvage an unsatisfactory grade, the student must improve their study habits early enough in the term in order to achieve higher scores on their future assignments. Please do not ask for extra credit.


**Tutoring/Extra-Help:**
Please arrange to have the phone number/email of at least one other classmate to study with and get assignments from if you are absent. **Please see me during seminar or Homework Club on Thursdays after school for additional assistance.**

Please acknowledge via email to jose.gabilondo@pac.dodea.edu that you have read the classroom rules and expectations. The instructor reserves the right to make any adaptations or adjustments based on any changes in DoDEA standards, policies, or requirements during the 2015-2016 school year.
Language Arts/ Brandie Harlow
Grade Level: 7
Instructor: Mrs. Brandie Harlow
  Email: brandie.harlow@pac.dodea.edu
  Phone number: 263-4040
  Building: 919
  Room number: 111
  Planning time: A-Day: 1125-1255/ B-Day 1300-1430

Description: During the seventh-grade year, students develop advanced skills in reading and writing. They identify and understand idioms and comparisons, such as analogies and metaphors, in prose and poetry. They begin to use their knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand science, social studies, and mathematics vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, nonfiction, poetry, and plays, and they begin to identify their own areas of reading interest. They begin to read reviews, as well as critiques of both informational and literary writing. They write or deliver longer research reports (500-800 words or more) that take a position on a topic, and they support their positions by citing a variety of reference sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal.

Standards Reference: There are many standards listed for grade seven LA and they can be found at http://www.dodea.edu/Curriculum/ELA/standards1.cfm

Academic Integrity: The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

Assessment: Students will be given “bench-mark” tests to provide a starting base-line. Quizzes will also be given on both reading and writing.

Classroom Management: Students are expected to follow the rules in the student handbook.

Course Calendar: The student planner/agenda will be used for now. Homework assignments and upcoming quizzes will be listed in the planner.
Grading Policy: Grade Categories and weights:

Test/Quizzes: 25%
Composition books: 25%
Projects: 25%
Classroom Assignments: 25%

Homework: Homework will be found in the student planner. Most days, students will not have homework. I want to see where your child is in their writing proficiency, and that is easier if they write in the classroom.

Late-work Policy: Because most assignments will be completed in class, work will be due upon the due date. Any homework sent home will more than likely be something they started in class and did not complete. I will drop the lowest grade at the end of the quarter, I realize students make mistakes, I also realize the value in learning from them.

Materials Required: Please have your student bring a composition book as soon as possible.

Printing and Paper Consumption: Papers that require printing will be done at the school.

Schoology Course Access: I will use the Schoology calendar as tool to keep you informed of our writing assignments. This will not take the place of the planner. This is a new application for me as well, and I ask for your patience with my learning curve.

- URL: https://schoology.dodea.edu
- Username: @student.dodea.edu email address (issued to each student in seminar class when school began)
- Password: use the student email password (issued to each student when school began)

If you do not have this information please email Mr. Rodgers. richard.rogers@pac.dodea.edu and he will be happy to provide assistance.


Tutoring and Extra-Help: Please have your students utilize seminar. They may also see me during their lunch on A-Days but should make an appointment with me to ensure I am not in a team meeting during lunch hour that day.

Also Mr. Brown, the grade eight language arts teacher will be available on Tuesdays and Thursdays afterschool for language arts support. He and I will work together as a team to ensure the grade seven students are supported in the same manner as grade eight.
English as a Second Language
Syllabus: 2015-16

Texts
*Visions, Shining Star, Scholastic: Read 180*, content textbooks, and other texts which meet the needs of the students.

Instructor: Pam Lasazen

Contact Information

e-mail: pam.lasazen@pac.dodea.edu
DSN phone: 263 4040
Off base phone: 046 407 4040
FAX DSN: 263 8202
Off base: 046 407 8202
Bldg. 913, Rm. 118
Preparation: “A” 5, 13:00-14:30; “B” 3, 9:05-10:35

Philosophy:
Children are individuals, and all are capable of learning in a variety of ways and at different rates. It is the instructor’s responsibility to find and determine the methods and materials which will enable each student to learn to the best of his or her ability, achieve his or her full potential, and develop the skills and strategies to be independent, life-long learners and communicators.

Goals: Students will:
- develop vocabulary through study of words from reading materials and using different methods of finding meaning, including context, word analysis, and references. Students will generate personal vocabulary lists as well as receive words from the teacher.
- develop appropriate use of English grammar through instruction and written and spoken activities
- develop speaking skills through reading, modeling, and repetition.
- develop basic writing skills for sentences (level 1), paragraphs (level 2), and multiple paragraph documents (levels 3, 4, and 5) through modeling, prewriting, draft writing, revising, proofreading, and publishing
- develop study skills such as note taking, selective listening, and using a dictionary.
Students will have limited time to work on assignments from other classes. They may use any of the reference materials in the room, as well as consult with the class teacher, ESL teacher, or other students.

**Goal 1: Basic Interpersonal Communication**
Students will demonstrate English proficiency through basic interpersonal communication.

**Standards**
1.1 Use English to communicate in social interactions.
1.2 Interact in English by speaking, listening, reading, and writing for personal expression and enjoyment.
1.3 Use learning strategies to extend their communicative competence.

**Goal 2: Cognitive Academic Language Development**
Students will demonstrate English proficiency through cognitive academic language development in all school subjects to include language arts, mathematics, the sciences, and social studies.

**Standards**
2.1 Use English to interact in the classroom.
2.2 Use English to obtain, process, construct, and provide subject matter information in spoken and written form.
2.3 Use appropriate learning strategies to construct and apply academic knowledge.

**Goal 3: Sociocultural Knowledge**
Students will demonstrate English proficiency in socially and culturally appropriate ways.

**Standards**
3.1 Use appropriate verbal and nonverbal communication according to audience, purpose, and setting.
3.2 Participate in a variety of activities to develop an awareness of United States culture.
3.3 Use appropriate

**Standards Reference:** Standards (available at: [http://www.dodea.edu/Curriculum/ESL/upload/proficiencyStandards.pdf](http://www.dodea.edu/Curriculum/ESL/upload/proficiencyStandards.pdf))

**Academic Integrity:** The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

**Assessment**
Assessment is ongoing and strongly influences what students are taught. Throughout the year, students will take teacher-made and published tests that are appropriate to what is being studied. Students’ oral, reading, and writing skills are assessed with the Language Assessment System each spring to assist with placement the following year. Recommendations for placement use results of ESL assessment, Scholastic Reading Inventory when appropriate, school wide standardized testing, class grades, and parent/teacher input.

**Classroom Management**
Students are expected to respect themselves and others, to be prepared, follow Zama American Middle
School’s Guiding Principles, and follow the guidelines in the Student Handbook. Students will receive verbal warnings for minor infractions. Upon repetition, students will receive a detention with the teacher, where writing and discussion of the problem and solution will take place. Continued misbehavior will result in phone call and possible parent conference. After this, teacher assigned school detentions, suspensions, and conferences will be used. Serious infractions will follow guidelines in the Student Handbook.

Course Calendar
Special Dates:
Quarter end assignment dates: 30 Oct., 22 Jan., 01 Apr., 10 June
SRI assessment: September, January, and May
LAS assessment: Will be announced when guidelines are received. Perhaps March 01-04.

Grading Policy: Provide details to your grading policy. Include the following ...
- Grade Categories: Classwork, Test, Quiz, Computer, Homework, Projects
- Grade Improvement: Plus half the additional score
- Grade Weights: Equal. 5, 10, 15, 20, or 25 points possible based on level of difficulty and amount of time and effort estimated to do the work.

Grading Scale: Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale</th>
<th>Grade Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100 percent</td>
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<tr>
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<td>1</td>
</tr>
<tr>
<td>F</td>
<td>59 percent or less</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (until removed)</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Passing a Pass/Fail course</td>
<td>NA</td>
</tr>
<tr>
<td>N</td>
<td>No grade / Not passing a Pass/Fail course</td>
<td>NA</td>
</tr>
</tbody>
</table>
Homework
Students are required to write all homework assignments in the planner provided by the school and must bring it to every class every day. The word “None” will be written when no homework is given; homework completed in class should be checked off in the planner and brought home so parents can review it before it is turned in. Parents are strongly encouraged to check the planner nightly, review all completed homework, and assist students with unfinished and misunderstood homework when necessary. When a student is having difficulty with an assignment, it is possible to receive assistance from the ESL teacher during some class time, seminar, or after school by appointment. It is also possible to obtain a reasonable extension to receive assistance if it is requested before the due date and evidence of effort is provided. ESL students ALWAYS have homework! They must continuously study vocabulary from all their classes. They must learn spellings, English definitions, and understand words in both languages. Many students must study cursive writing and appropriate use of lower case as well as upper case letters.

Voluntary extra credit activities will be offered periodically to the entire class and will be allotted 1-3 points, depending upon the quality of the work as assessed by the teacher. Extra credit assignments will not be offered to individuals and/or to make up work that has not been turned in.

Late Work Policy
One percentage point will be deducted from an earned score for each period an assignment is late without an excuse approved by the teacher for a grade no lower than a D- (60%). Assignments for any quarter will be due no later than one week before grades are due; assignments not received or received after this time will receive a “0” grade if the lateness has not been approved by the teacher. Students who are absent will be allowed one class period for each period missed to make up work without penalty; it is the student’s responsibility to ensure that this is done. Students who receive advance assignments for preplanned absences are required to turn in their completed work the first day they return; failure to do so will result in the implementation of the penalties stated above. Students are very strongly encouraged to turn in late work.

Materials
Bilingual dictionaries (English-native language and native language-English) for school and home. When selecting, look for technical words from mathematics and science fields. Conversation dictionaries will not be helpful enough.

Japanese: May be purchased at any bookstore. Recommend Kenkyusha. Denshi jishos are very effective.

Tagalog: You will have to purchase through Amazon .com or in the Philippines. The best I have seen is by by Leo James English, C. Ss. R.. through the Congregation of the Most Holy Redeemer, published by the National Book Store, Inc., in Manila, printed by Kalayaan Press Mktg. Ent., Inc., 58 Kalayaan St., Diliman, Quezon City; ISBN numbers are: 971 08 4465 2 and 971 08 1073 1. Dictionaries found in the exchanges are not adequate

Other languages: May find in exchange or at Amazon .com. Electronic dictionaries are acceptable.


Vocabulary study cards: May be purchased at Hundred Yen stores, department stores, convenience stores, and stationary stores. Students should bring one set to each class every day; they should write the words they do not understand and definitions and study these every day by themselves, with a parent, friend, or
sibling. Vocabulary lists may be found in glossaries at the back of most textbooks and at the ends of chapters and units.

Stationary: 100 sheets of lined, 8½”X11” loose leaf paper for classroom use, black or dark blue pen, pencil, and eraser

Content area textbooks and notes: Bring books and documents from other classes to receive assistance.

Classroom binder and pocket dividers: Provided by the instructor

**Schoology Course Access**: Necessary documents and homework assignments will be posted on Schoology as needed.

- **URL**: [https://schoology.dodea.edu](https://schoology.dodea.edu)
- **Username**: @student.dodea.edu email address (issued to each student in seminar class when school begins)
- **Password**: use the student email password (issued to each student when school begins)

**Tutoring/Extra Help**

Students may receive extra help during seminar or after school. They should make an appointment at least ½ day in advance to make sure the teacher is available.

Students may also come into room 118 to complete work for other classes during my preparation times. Please ask the sending teacher to phone before sending a student to make sure it is possible.

**Additional Information**

Instruction will be done in varying styles, including whole group, small group, cooperative groups, and pairs. Students will occasionally meet individually with the teacher.

**Description**

**Major Concepts/Content**: The English as a Second Language Beginning Communication course is designed to develop and increase English language proficiency and academic skills for students whose primary language is not English and who are at a **level 1** English proficiency. This course actively involves students in developing the skills of understanding, listening, speaking, viewing, reading, and writing. Emphasis is placed on developing conversational fluency, language required to meet everyday needs and to participate in the American school culture, and on the acquisition of academic language, language needed for success in the general education classroom. Course content includes development of both social and academic listening and speaking skills through dialogues, conversations, chants, role-playing, and oral reporting. Content also emphasizes development of reading strategies, in fiction and nonfiction, previewing, determining main idea and details, inferring, analyzing, and evaluating written material. The development of writing, both factual and creative, at all stages of the writing process including prewriting, drafting, responding to peer writing, revising, editing, and publishing are also emphasized. Vocabulary and syntax are presented and developed in context and in authentic situations using the academic language of the general education content classes. The development of critical thinking and study skills, and socio-cultural knowledge is emphasized throughout the learning process.
Major Concepts/Content: The English as a Second Language course Emerging Communication is designed for students whose primary language is not English and who are at a level 2 English proficiency. The level 2 ELL is considered to be in the production stage of English with pre-emergent skills in reading and writing. This course is designed to increase oral and listening English language skills, enhance emerging academic language, and develop learning strategies to meet the demands of learning English and learning academic content through English. Communication skills, i.e. listening, speaking, viewing, reading and writing, are strengthened through combining learning of language and academic content. Content includes development of both social and academic listening and speaking skills through dialogues, conversations, chants, role-playing, and oral reporting; the development of reading strategies, in both fiction and nonfiction, through previewing, determining main idea and details, inferring, analyzing, and evaluating written material; and the development of writing, both factual and creative, at all stages of the writing process including prewriting, drafting, responding to peer writing, revising, editing, and publishing. Vocabulary, syntax, grammar, and verbal skills necessary for the world of work and/or for mastering content curriculum standards are presented and developed in context and in authentic situations.

Major Concepts/Content: The English as a Second Language course Developing Communication is designed for students whose primary language is not English and who are at a level 3 English proficiency. The level 3 ELL is considered to be at an intermediate stage of English proficiency. The ELL demonstrates decrease in hesitancy and difficulty with academic language and is developing reading comprehension and writing skills. This course is designed to increase English language proficiency, enhance academic language through direct instruction, and develop learning strategies to meet the demands of learning English and learning academic content through English. Communication skills, i.e. listening, speaking, viewing, reading and writing, are strengthened through the integrated learning of language and academic content. Content includes development of both social and academic listening and speaking skills through dialogues, conversations, chants, role-playing, and oral reporting; the development of reading strategies, in both fiction and nonfiction, through previewing, determining main idea and details, inferring, analyzing, and evaluating written material; and the development of writing, both factual and creative, at all stages of the writing process including prewriting, drafting, responding to peer writing, revising, editing, and publishing. Vocabulary, syntax, grammar, and verbal skills necessary for the world of work and/or mastering content curriculum standards are presented and developed in authentic situations.

Major Concepts/Content: The English as a Second Language course Expanding and Bridging Communication are designed for students whose primary language is not English and who are at levels 4 and 5 English proficiency. The level 4 and 5 ELL understands and speaks conversational English without difficulty but continues to require support to achieve grade level expectations. Reading and Writing skills are post emergent but not at grade level. This course is designed to increase English language proficiency, enhance academic language through direct instruction, and develop learning strategies to meet the demands of learning English and learning academic content through English. All areas of communication skills, i.e. listening, speaking, viewing, reading and writing, are strengthened through the integrated learning of language and academic content. The content includes, but is not limited to, development of both social and academic listening and speaking skills through dialogues, conversations, chants, role-playing, and oral reporting; the development of reading strategies, in both fiction and nonfiction, through previewing, determining main idea and details, inferring, analyzing, and evaluating written material; and the development of writing, both factual and creative, at all stages of the writing process including prewriting, drafting, responding to peer writing, revising, editing, and publishing. Vocabulary, syntax, grammar, and verbal skills necessary for the world of work and/or for mastering content curriculum standards are presented and developed in context and in authentic situations.
standards are presented and developed in context and in authentic situations.

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Old Level</th>
<th>Overall New Level</th>
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<tbody>
<tr>
<td></td>
<td><strong>Level 1 (beginning to middle)</strong></td>
<td>Level 1 - Starting</td>
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<td></td>
<td><strong>Level 1 (middle to high)</strong></td>
<td>Level 2 - Emerging</td>
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<tr>
<td>Levels of Service</td>
<td><strong>Level 2 (beginning to middle)</strong></td>
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<td></td>
<td><strong>Level 2 (middle to high)</strong></td>
<td>Level 3 - Developing</td>
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<td><strong>Level 3 (beginning to middle)</strong></td>
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<td></td>
<td><strong>Level 3 (middle to high)</strong></td>
<td>Level 4 - Expanding</td>
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<td><strong>Level 4 (beginning to middle)</strong></td>
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<td></td>
<td><strong>Level 4 (middle to high)</strong></td>
<td>Level 5 - Bridging</td>
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<td><strong>Level 5 - Exited or No Services Required</strong></td>
<td>Level 6 - Exited the ESL Program</td>
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<td>Levels of Non-Service</td>
<td><strong>Level 7 - Parent Declined ESL Services</strong></td>
<td>Level 7 - Parent Declined ESL Services</td>
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<tr>
<td></td>
<td><strong>Level 5 - Exited or No Services Required</strong></td>
<td>Level 8 - No ESL Services Required</td>
</tr>
</tbody>
</table>
Literature Enrichment 7 &8  
Syllabus: 2015-16

Texts
Various books, short stories, scripts, magazines, newspapers, internet articles, supportive videos.

Instructor: Pam Lasazen

Contact Information

e-mail: pam.lasazen@pac.dodea.edu
DSN phone: 263 4040
Off base phone: 046 407 4040
FAX DSN: 263 8202
Off base: 046 407 8202
Bldg. 913, Rm. 118
Preparation: “A” 5, 13:00-14:30; “B” 3, 9:05-10:35

Philosophy:
Children are individuals, and all are capable of learning in a variety of ways and at different rates. It is the instructor’s responsibility to find and determine the methods and materials which will enable each student to learn to the best of his or her ability, achieve his or her full potential, and develop the skills and strategies to be independent, life-long learners and communicators.

Goals: Upon completion of the reading support course, students should be able to:

Upon completion of the course, students should be able to:

• Read and comprehend a variety of materials
• Have a greater appreciation for reading
• Describe the social and historical forces that inspired the author
• Explain and evaluate the author’s choices
• Compare and contrast differing interpretations of the work
• Evaluate the impact of the literature

**Standards Reference:**

**Standards Addressed:**
- 7E1b: Comprehension and Analysis of Nonfiction and Informational Text
- 7E1c: Comprehension and Analysis of Literary Text
- 8E1b: Comprehension and Analysis of Nonfiction and Informational Text
- 8E1c: Comprehension and Analysis of Literary Text


**Academic Integrity:** The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

**Assessment**

**Major Evaluative Techniques:** Observation and evaluation of student engagement
- Written demonstration of mastery
- Completed coursework
- Projects
- Presentations
- Quizzes/tests

Student projects and essays will be graded on how informative they are and how well they are presented. Group projects will have combined collaborative and individual grades; all students are expected to contribute when they are part of a group. Written guidelines and rubrics will be distributed and posted on Schoology so all stakeholders understand what is required and expected.

**Classroom Management**

Students are expected to respect themselves and others, to be prepared, follow Zama American Middle School’s Guiding Principles, and follow the guidelines in the *Student Handbook*. Students will receive verbal warnings for minor infractions. Upon repetition, students will receive a detention with the teacher, where writing and discussion of the problem and solution will take place. Continued misbehavior will result in phone call and possible parent conference. After this, teacher assigned school detentions, suspensions, and conferences will be used. Serious infractions will follow guidelines in the *Student Handbook*.

**Course Calendar**

**Special Dates:**
Quarter end assignment dates: 30 Oct., 22 Jan., 01 Apr., 10 June
SRI assessment: September, January, and May
Reading Journals will be due approximately every other week: Sept. 21; Oct. 05 & 19; Nov. 09 & 23; Dec. 07; Jan. 04 & 19; Feb. 01, 16, & 29; Mar. 21; Apr. 04 & 18; May 02, 16 & 31; June 13
Initial book talk: Individually scheduled for anytime between Sept. 14 and 30; Feb. 08 and 29
Quarterly Book talk: Individually scheduled for anytime between Oct. 01 and Nov. 03; Nov. 10 and Jan. 27; Mar. 02 and Apr. 04; Apr. 19 and June 13

Grading Policy: Provide details to your grading policy. Include the following ...
- **Grade Categories:** Classwork, Test, Quiz, Computer, Homework, Projects
- **Grade Improvement:** Plus half the additional score
- **Grade Weights:** Equal. 5, 10, 15, 20, or 25 points possible based on level of difficulty and amount of time and effort estimated to do the work.

Grading Scale: Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.

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**Homework**

Students are required to write all homework assignments in the planner provided by the school and must bring it to every class every day. The word “None” will be written when no homework is given; homework completed in class should be checked off in the planner and brought home so parents can review it before it is turned in. Parents are strongly encouraged to check the planner nightly, review all completed homework, and assist students with unfinished and misunderstood homework when necessary. It is possible to obtain a reasonable extension to receive assistance if it is requested before the due date and evidence of effort is provided. Voluntary extra credit activities will be offered periodically to the entire
class and will be allotted 1-3 points, depending upon the quality of the work as assessed by the teacher. Extra credit assignments will **not** be offered to individuals and/or to make up work that has not been turned in.

**Late Work Policy**
One percentage point will be deducted from an earned score for each period an assignment is late without an excuse approved by the teacher for a grade no lower than a D- (60%). Assignments for any quarter will be due no later than one week before grades are due; assignments not received or received after this time will receive a “0” grade if the lateness has not been approved by the teacher. Students who are absent will be allowed one class period for each period missed to make up work without penalty; it is the student’s responsibility to ensure that this is done. Students who receive advance assignments for preplanned absences are required to turn in their completed work the first day they return; failure to do so will result in the implementation of the penalties stated above. Students are very strongly encouraged to turn in late work.

**Materials**
**Stationary:** 50 sheets of lined, 8½”X11” loose leaf paper for classroom use, black or dark blue pen, pencil, and eraser

**Classroom folder:** Provided by the instructor

**Schoology Course Access:** Necessary documents and homework assignments will be posted on Schoology as needed.

- **URL:** [https://schoology.dodea.edu](https://schoology.dodea.edu)
- **Username:** @student.dodea.edu email address (issued to each student in seminar class when school begins)
- **Password:** use the student email password (issued to each student when school begins)

**Tutoring/Extra Help**
Students may receive extra help during seminar or after school. They should make an appointment at least ½ day in advance to make sure the teacher is available.

**Additional Information**

**Major Instructional Activities:** Activities may include but are not limited to the following:
- Active reading
- Small and large group discussions
- Oral and written presentations
- Multimedia presentations
- Thematic learning activities
- Final projects
• Presentations
• Reading Circles
Texts
- Tradebooks-Lexile leveled to match student’s instructional level
- rBooks
- Read 180 Software support

Instructor: Pam Lasazen

Contact Information

e-mail: pam.lasazen@pac.dodea.edu
DSN phone: 263 4040
Off base phone: 046 407 4040
FAX DSN: 263 8202
Off base: 046 407 8202
Bldg. 913, Rm. 118
Preparation: “A” 5, 13:00-14:30; “B” 3, 9:05-10:35

Philosophy:
Children are individuals, and all are capable of learning in a variety of ways and at different rates. It is the instructor’s responsibility to find and determine the methods and materials which will enable each student to learn to the best of his or her ability, achieve his or her full potential, and develop the skills and strategies to be independent, life-long learners and communicators.

Goals: Upon completion of the reading support course, students should be able to:
- Apply higher-level comprehension skills
- Practice study techniques
- Identify the meaning of specialized words in the content area
- Identify the stated and implied main ideas
- Articulate conclusions about personal reading tastes
• Read a wide range of print and nonprint texts

Standards Reference:

http://www.dodea.edu/Curriculum/Course-Details.cfm?courseid=65B94DEF-93F6-F849-C8BE9E015DE7F7A3

http://www.dodea.edu/Curriculum/Course-Details.cfm?courseid=697A8A02-E40E-D306-10C3B458B05191B9


**Academic Integrity:** The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

**Assessment**

- Initial assessment will be with the Scholastic Reading Inventory
- Further assessment is ongoing through writing, tests, and discussions
- Students will evaluate their portfolios quarterly

Assessment instruments used will illustrate strengths as well as needs of students:

- Assessment on class assignments, written work, oral discussions, class participation
- Performance assessment: students demonstrate knowledge of course-related reading skills by applying and using specific reading strategies
- Self-assessment on skills and comprehension
- Periodic conference with teacher to identify goals and assess progress to date

**Classroom Management**

Students are expected to respect themselves and others, to be prepared, follow Zama American Middle School’s Guiding Principles, and follow the guidelines in the *Student Handbook*. Students will receive verbal warnings for minor infractions. Upon repetition, students will receive a detention with the teacher, where writing and discussion of the problem and solution will take place. Continued misbehavior will result in phone call and possible parent conference. After this, teacher assigned school detentions, suspensions, and conferences will be used. Serious infractions will follow guidelines in the *Student Handbook*.

**Course Calendar**

**Special Dates:**
Quarter end assignment dates: 30 Oct., 22 Jan., 01 Apr., 10 June
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Grading Policy: Provide details to your grading policy. Include the following ...

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Homework

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Late Work Policy
One percentage point will be deducted from an earned score for each period an assignment is late without an excuse approved by the teacher for a grade no lower than a D- (60%). Assignments for any quarter will be due no later than one week before grades are due; assignments not received or received after this time will receive a “0” grade if the lateness has not been approved by the teacher. Students who are absent will be allowed one class period for each period missed to make up work without penalty; it is the student’s responsibility to ensure that this is done. Students who receive advance assignments for preplanned absences are required to turn in their completed work the first day they return; failure to do so will result in the implementation of the penalties stated above. Students are very strongly encouraged to turn in late work.

Materials
Vocabulary study cards: May be purchased at Hundred Yen stores, department stores, convenience stores, and stationary stores. Students may use these to compile and study vocabulary and spelling words.
Stationary: 100 sheets of lined, 8 1/2”X11” loose leaf paper for classroom use, black or dark blue pen, pencil, and eraser
Content area textbooks and notes Bring books and documents from other classes to receive assistance when time is available
Classroom binder and pocket dividers: Provided by the instructor

Schoology Course Access: Necessary documents and homework assignments will be posted on Schoology as needed.
- URL: https://schoology.dodea.edu
- Username: @student.dodea.edu email address (issued to each student in seminar class when school begins)
- Password: use the student email password (issued to each student when school begins)

Tutoring/Extra Help
Students may receive extra help during seminar or after school. They should make an appointment at least ½ day in advance to make sure the teacher is available.
Students may also come into room 118 to complete work for other classes during my preparation times. Please ask the sending teacher to phone before sending a student to make sure it is possible.

Additional Information

MAJOR CONCEPT/CONTENT:
Improve reading achievement for students not reading at grade level through the use of a whole group instructional model with small group rotations:
- Whole Group literacy instruction with technology support providing models and Lexile leveled text passages for instruction
- Modeled or independent reading using leveled literature to model or practice good reading strategies
- **Small Group** instruction provides daily student-teacher interaction to build skills that facilitate the reading of increasingly complex materials. Examples include:
  - Vocabulary development: general, technical, content-specific
  - Following directions at increasingly complex levels
  - Drawing conclusions
  - Using effective study skills: note taking, outlining, graphic organizers
  - Reading for recreation and problem solving

Major topics to be studied include the essential components of reading: vocabulary development, building fluency, comprehension, structural analysis, study/reference skills and reading in the content areas.
Intercultural Education (ICZ103, 18 weeks), Syllabus
Grade Level: 7, 8

Instructor: Ms. Akiko Miura
Email: akiko.miura@pac.dodea.edu
Phone number: DSN: 263-5315 or Commercial: 046-407-5315
Building: 913
Room number: 212
Planning time: 08:15 – 09:00 and 13:00 – 14:30

Description / Philosophy: This program provides a cross-cultural and language acquisition. Students will participate in activities to develop an appreciation and understanding of the culture of Japan and learn Japanese as a foreign language. The Japanese alphabets, Hiragana and Katakana, will be introduced as well as some daily vocabularies and basic phrases. Listening and speaking simple Japanese sentences will be also stressed throughout.

Goals: Students will
- acquaint Japanese culture and values
- reflect on Japanese cultural practices and compare to their own
- interact with speakers of Japanese and engage with Japanese culture
- communicate in Japanese, using short memorized phrases and sentences
- have an opportunity to implement locally social studies selected themes
- develop awareness, an understanding of, respect, and appreciation for linguistic and cultural perspectives

Standards Reference:
- http://www.dodea.edu/Curriculum/nationStudies/standards.cfm

Academic Integrity: The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”
**Assessment:** Students will be assessed by a portfolio, self-evaluation check list, and formative assessment. Rubric will be used to help students work on a project and a presentation will be assessed by performance assessment.

**Classroom Management:** Students are expected to be honest, to be responsible, and to perform their best they can. Consequences and steps will be in accordance with the severity of the behavior.

**Positive Consequences:**
1. Verbal praise
2. Good comments on a report card

**Negative Consequences:**
1. Verbal warning
2. Personal conference/counseling
3. Teacher’s assigned detention
4. Call parents
5. Administrative referral (office)

**Classroom Rules:**
1. Be at assigned seat all the time by bell rings.
2. Be quiet unless instructed.
3. Come to class prepared.
4. Be respectful for anyone and any property in the class.
5. No eating, No drinking in the classroom.

**Course Calendar:** The class meets on A-days and it is a semester long class. For more information, refer to GradeSpeed.
- 1st Semester: 1 Sep 15 thru 28 Jan 16
- 2nd Semester: 1 Feb 16 thru 16 Jun 16

**Grading Policy:** Class participation is highly expected. Quizzes will be mostly done by writing in Romaji (Roman characters describing Japanese alphabets) to show how to read Hiragana and Katakana.

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<td>50%</td>
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<tr>
<td>Quiz</td>
<td>20%</td>
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<tr>
<td>Presentation</td>
<td>30%</td>
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**Grading Scale:** Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School Student Handbook.

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**Homework:** No homework will be assigned for the cultural sessions. Homework for Hiragana and Katakana is due and will be checked at the beginning of each class period. Homework is one of the measurements for students to know what they are doing well and where they should focus on to overcome their weakness in study. Trying to do homework by oneself is more important than having it done by copying someone else’s answers. Any questions about homework are welcome during Seminar and/or after school. Hiragana, Katakana, vocabulary, and phrases should be reviewed DAILY for at least 15 minutes, even when there is no ‘formally assigned’ homework. Students can also check the assignments on GradeSpeed.

**Late-Work Policy:** Assignments not turned in at the time due will be penalized 10 grade-percentage points per school day until they have reached the minimum grade. Because classwork and homework are designed to increase a student’s understanding of the material as they practice, no late work will be accepted past the summative assessment on that material.

**Excused Absences Work / Make-Up Work Policy:** All missed work due to excused absences will be given a grade of ZERO until the work has been turned in and corrected. Do NOT wait and come to the next class unprepared. Try to avoid falling behind upon return. It is student’s responsibility to find out what work they have to make up or work on. It is important that each student assumes the responsibility of requesting make-up work from each teacher on the FIRST DAY of their return to school. Students can get assistance with make-up work during Seminar, after school, or during class individual work time. Students will be allowed to turn in make-up work without penalty within the time frame equal to the number of days absent. Assignments submitted after the due-date because a student failed to request the work in a timely fashion will be considered late and graded under the Late Work Policy. Even though a student was not present for instruction on a particular topic does not mean the student cannot attempt an assignment or prepare for the next class. At the very least, the student should be prepared to ask questions at the next class meeting to help them catch up. While teachers may make exceptions to due dates based on the complexity of the task and need for direct instruction, students who miss school should assume that they are responsible for any material at the next class meeting.

**Re-Submitting Work Policy:** The goal of instruction is for the student to display mastery of the curriculum. Extra-Credit work to help raise a low grade will NOT be given. However, teachers will work individually with students on a case-by-case basis to support a student’s effort to re-submit work or attempt additional work to show mastery of curricular topics. These efforts must be initiated by
students, must be completed prior to the end of a grading period, and are offered at the discretion of
the individual teacher.

**Materials Required:** Pencils, erasers, pens, colored pencils, markers, and papers/notebook to take
notes. Bringing these items **EVERY CLASS** session will be expected.

**Printing and Paper Consumption:** Students can only print out downloaded worksheets from this
course with a permission of the teacher.

**Schoology Course Access:** Schoology will not be used in this course.

**Textbook:**

- NO textbook for the culture sessions
- Textbook will be shared by a few students, only in the class
    8219-2235-1
    8219-2264-5
- Worksheets will be provided to each student in the class

**Tutoring and Extra-Help:** Students are encouraged to sign-up and come to Seminar and/or after
school to Rm 212, Bldg 913, **by appointment**.
Japanese 1 (High School Credit) Syllabus
Grade Level: 7 - 8

Instructor: Ms. Akiko Miura

Email: akiko.miura@pac.dodea.edu

Phone number: DSN: 263-5315 or Commercial: 046-407-5315

Building: 913

Room number: 212

Planning time: 08:15 – 09:00 and 13:00 – 14:30

Description / Philosophy: This is an interactive course that is designed for those who will learn Japanese as a foreign language. Reading and writing Japanese alphabet (Hiragana and Katakana) are required. Listening and speaking Japanese are also stressed throughout. Understanding simple situational Japanese on top of reading and writing will help them survive in the local communities. Dialogues introduce basic Japanese through everyday situations that students are familiar with, such as about family and school life. Exchange programs with a Japanese junior high school will be held occasionally.

Goals: Students will
- spell words in Japanese letters, hiragana and katakana, and pronounce words appropriately
- greet someone in Japanese
- talk about days, dates, and time
- talk about and describe themselves and others, their town and places to go
- ask and respond to simple questions on days, date and time, people, places, etc.
- express likes and dislikes, meaning of possession, direction, time, means, etc.
- talk about their families, the weather, foods, mealtimes, hobbies, free time activities, school day, etc.
- learn about Japanese culture and society and compare them with American culture and society

Standards Reference: FLJ101C – Japanese 1 C
**Academic Integrity:** The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

**Assessment:** Students will be assessed by self-evaluation check list, peer assessment, formative assessment (oral and written) and summative assessment (written). Rubric will be used to help students work on a project and a presentation will be assessed by performance assessment.

**Classroom Management:** Students are expected to be honest, to be responsible, and to perform their best they can. Consequences and steps will be in accordance with the severity of the behavior.

**Positive Consequences:**
1. Verbal praise
2. Good comments on a report card

**Negative Consequences:**
1. Verbal warning
2. Personal conference/counseling
3. Teacher’s assigned detention
4. Call parents
5. Administrative referral (office)

**Classroom Rules:**
1. Be at assigned seat all the time by bell rings.
2. Be quiet unless instructed.
3. Come to class prepared.
4. Be respectful for anyone and any property in the class.
5. No eating, No drinking in the classroom.

**Course Calendar:** The class meets on B-days and it is a year-long High School credit class. For more information, refer to Schoology and/or GradeSpeed.
- 1st Semester: 1 Sep 15 thru 28 Jan 16
- 2nd Semester: 1 Feb 16 thru 16 Jun 16

**Grading Policy:** Class participation is highly expected.

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<td>classwork presentation 25%</td>
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**Grading Scale:** Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.
Homework:  Homework is due and will be collected at the beginning of each class period. Homework is one of the measurements for students to know what they are doing well and where they should focus on to overcome their weakness in study. Trying to do homework by oneself is more important than having it done by copying someone else’s correct answers. Any questions about homework are welcome during Seminar and/or after school. Hiragana, Katakana, vocabulary, phrases, and grammar should be reviewed DAILY for at least 15 minutes, even when there is no ‘formally assigned’ homework. Students can also check the assignments on Schoology and GradeSpeed.

Late-Work Policy:  Assignments not turned in at the time due will be penalized 10 grade-percentage points per school day until they have reached the minimum grade. Because class work and homework are designed to increase a student’s understanding of the material as they practice, no late work will be accepted past the summative assessment (chapter tests) on that material.

Excused Absences Work / Make-Up Work Policy: All missed work due to excused absences will be given a grade of ZERO until the work has been turned in and corrected. Do NOT wait and come to the next class unprepared. Try to avoid falling behind upon return. It is student’s responsibility to find out what work they have to make up or work on. It is important that each student assumes the responsibility of requesting make-up work from each teacher on the FIRST DAY of their return to school. Students can get assistance with make-up work during Seminar, after school, or during class individual work time. Students will be allowed to turn in make-up work without penalty within the time frame equal to the number of days absent. Assignments submitted after the due-date because a student failed to request the work in a timely fashion will be considered late and graded under the Late Work Policy. Even though a student was not present for instruction on a particular topic does not mean the student cannot attempt an assignment or prepare for the next class. At the very least, the student should be prepared to ask questions at the next class meeting to help them catch up. While teachers may make

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<td>Passing a Pass/Fail course</td>
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exceptions to due dates based on the complexity of the task and need for direct instruction, students who miss school should assume that they are responsible for any material at the next class meeting.

**Re-Submitting Work Policy:** The goal of instruction is for the student to display mastery of the curriculum. Extra-Credit work to help raise a low grade will **NOT** be given. However, teachers will work individually with students on a case-by-case basis to support a student’s effort to re-submit work or attempt additional work to show mastery of curricular topics. These efforts must be initiated by students, must be completed prior to the end of a grading period, and are offered at the discretion of the individual teacher.

**Retaking Quiz/Test Policy:** Quiz/Test can be retaken **ONLY** when failing under the following rules:
- Retake quiz/test within **ONE** week after receiving the result.
- Retake during Seminar or after school, **NOT** during class.
- Arrange the retake date with the teacher.
- 70% will be given if the same test is retaken. 100% will be given if the similar test is retaken. The student will have a choice of either the same test or the similar test to retake.
- Be well prepared in advance before retaking one.

**Materials Required:** **PENCILS** (NOT pens or ball-point pens), **ERASERS**, and a notebook to take notes. Bringing these items **EVERY CLASS** session will be expected.

**Printing and Paper Consumption:** Students can only print out downloaded worksheets from this course with a permission of the teacher.

**Schoology Course Access:** Schoology will be used as well as GradeSpeed for information. Students should check both Schoology and GradeSpeed **EVERY SINGLE DAY**.
- **URL:** https://schoology.dodea.edu
- **Username:** Akiko.Miura@student.dodea.edu
- **Email Address** will be issued to each student when school begins
- **Password:** Student Email Password should be used; will be issued to each student when school begins.

**Textbook:**
- **Worksheets** (original by teacher) will be provided to each student in the class

**Tutoring and Extra-Help:** Students are encouraged to sign-up and come to Seminar and/or after school to Rm 212, Bldg 913, **by appointment**.
Japanese 2 (High School Credit) Syllabus
Grade Level: 7 - 8

Instructor: Ms. Akiko Miura

Email: akiko.miura@pac.dodea.edu

Phone number: DSN: 263-5315 or Commercial: 046-407-5315

Building: 913
Room number: 212
Planning time: 08:15 – 09:00 and 13:00 – 14:30

Description / Philosophy: This is an interactive course that is designed for those who will learn Japanese as a foreign language. Reading and writing Japanese alphabet (Hiragana and Katakana) and some Chinese characters (Kanji) are required. Listening and speaking Japanese are also stressed throughout. Understanding simple situational Japanese on top of reading and writing will help them survive in the local communities. Dialogues introduce basic Japanese through everyday situations that students are familiar with, such as about family and school life. Exchange programs with a Japanese junior high school will be held occasionally.

Goals: Students will
• develop speaking, listening, and understanding simple situational Japanese on top of reading and writing Hiragana and Katakana that will help them survive in the local communities
• exhibit increased comprehension through recognition of key words or phrases embedded in familiar contexts through a variety of media.
• recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts
• use illustrations and contextual clues to increase comprehension of written passages while reading simple documents and relatively simple literature
• use short sentences, learned words, phrases, simple questions, and commands when speaking and writing, often relying on visuals to help themselves be understood
• recombine learned vocabulary and structures to form simple sentences, short messages, and notes to meet practical writing needs
• demonstrate increasing accuracy in pronunciation and intonation when presenting well-rehearsed material
• show some understandings of the target-culture’s practices and perspectives on topics such as typical music, holidays, meals, family and social customs
• have limited fluency in the language yet may be understood by a sympathetic native speaker who prompts for clarification

Standards Reference: FLJ201C – Japanese 2 C
• http://www.dodea.edu/Curriculum/Course-Details.cfm?courseid=694938B1-5056-BA21-062C11ADD26DD9DC
• http://www.dodea.edu/Curriculum/foreignLanguage/upload/poster_ssc_level2.pdf
• http://www.dodea.edu/Curriculum/foreignLanguage/upload/2009_stn_fl_level2.pdf

Academic Integrity: The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

Assessment: Students will be assessed by self-evaluation check list, peer assessment, formative assessment (oral and written) and summative assessment (written). Rubric will be used to help students work on a project and a presentation will be assessed by performance assessment.

Classroom Management: Students are expected to be honest, to be responsible, and to perform their best they can. Consequences and steps will be in accordance with the severity of the behavior.

Positive Consequences:
1. Verbal praise
2. Good comments on a report card

Negative Consequences:
1. Verbal warning
2. Personal conference/counseling
3. Teacher’s assigned detention
4. Call parents
5. Administrative referral (office)

Classroom Rules:
1. Be at assigned seat all the time by bell rings.
2. Be quiet unless instructed.
3. Come to class prepared.
4. Be respectful for anyone and any property in the class.
5. No eating, No drinking in the classroom.

Course Calendar: The class meets on B-days and it is a year-long High School credit class. For more information, refer to Schoology and/or GradeSpeed.
• 1st Semester: 1 Sep 15 thru 28 Jan 16
• 2nd Semester: 1 Feb 16 thru 16 Jun 16

Grading Policy: Class participation is highly expected (see next page for more).
<table>
<thead>
<tr>
<th>Grade Categories</th>
<th>Grade Weights</th>
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<tbody>
<tr>
<td>Listening</td>
<td>25%</td>
</tr>
<tr>
<td>Speaking</td>
<td>25%</td>
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<tr>
<td>Reading</td>
<td>25%</td>
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<tr>
<td>Writing</td>
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Grading Scale: Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.

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DoDEA Grading Scale

Homework: Homework is due and will be collected at the beginning of each class period. Homework is one of the measurements for students to know what they are doing well and where they should focus on to overcome their weakness in study. Trying to do homework by oneself is more important than having it done by copying someone else’s correct answers. Any questions about homework are welcome during Seminar and/or after school. Hiragana, Katakana, vocabulary, phrases, and grammar should be reviewed DAILY for at least 15 minutes, even when there is no ‘formally assigned’ homework. Students can also check the assignments on Schoology and GradeSpeed.

Late-Work Policy: Assignments not turned in at the time due will be penalized 10 grade-percentage points per school day until they have reached the minimum grade. Because class work and homework
are designed to increase a student’s understanding of the material as they practice, no late work will be accepted past the summative assessment (chapter tests) on that material.

**Excused Absences Work / Make-Up Work Policy:** All missed work due to excused absences will be given a grade of **ZERO** until the work has been turned in and corrected. Do **NOT** wait and come to the next class unprepared. Try to avoid falling behind upon return. It is **student’s responsibility** to find out what work they have to make up or work on. It is important that each student assumes the responsibility of requesting make-up work from each teacher on the **FIRST DAY** of their return to school. Students can get assistance with make-up work during **Seminar, after school,** or during class **individual work time.** Students will be allowed to turn in make-up work without penalty within the time frame equal to the number of days absent. Assignments submitted after the due-date because a student failed to request the work in a timely fashion will be **considered late** and graded under the **Late Work Policy.**

Even though a student was not present for instruction on a particular topic does not mean the student cannot attempt an assignment or prepare for the next class. At the very least, the student should be prepared to ask questions at the next class meeting to help them catch up. While teachers may make exceptions to due dates based on the complexity of the task and need for direct instruction, students who miss school should assume that they are **responsible** for any material at the next class meeting.

**Re-Submitting Work Policy:** The goal of instruction is for the student to display mastery of the curriculum. Extra-Credit work to help raise a low grade will **NOT** be given. However, teachers will work individually with students on a case-by-case basis to support a student’s effort to re-submit work or attempt additional work to show mastery of curricular topics. These efforts must be initiated by students, must be completed prior to the end of a grading period, and are offered at the discretion of the individual teacher.

**Retaking Quiz/Test Policy:** Quiz/Test can be retaken **ONLY** when failing under the following rules:
- Retake quiz/test **within ONE week** after receiving the result.
- Retake during **Seminar** or **after school,** **NOT** during class.
- Arrange the retake date with the teacher.
- **70%** will be given if **the same test** is retaken. **100%** will be given if **the similar test** is retaken. The student will have a choice of either the same test or the similar test to retake.
- Be well prepared in advance before retaking one.

**Materials Required:** **PENCILS** (NOT pens or ball-point pens), **ERASERS,** and a notebook to take notes. Bringing these items **EVERY CLASS** session will be expected.

**Printing and Paper Consumption:** Students can **only** print out downloaded worksheets from this course with a **permission** of the teacher.

**Schoology Course Access:** **Schoology** will be used as well as **GradeSpeed** for information. Students should check **both** Schoology and GradeSpeed **EVERY SINGLE DAY.**
- **URL:** https://schoology.dodea.edu
- **Username:** Akiko.Miura@student.dodea.edu
- **Email Address** will be issued to each student when school begins
- **Password:** Student Email Password should be used; will be issued to each student when school begins.
Textbook:

- **Worksheets** (original by teacher) will be provided to each student in the class

**Tutoring and Extra-Help**: Students are encouraged to sign-up and come to Seminar and/or after school to Rm 212, Bldg 913, by appointment.
Algebra 1 Syllabus
Grade Level: 7, 8

Instructor: Mr. Douglas V. Overly
Email: douglas.overly@pac.dodea.edu; doug.overly@student.dodea.edu
Phone number: 263-4040
Building: 919
Room number: 209
Planning time: A days: 0905-1035; B days: 1040-1125/1210-1255

Description / Philosophy: Algebra1 is the foundational course for high school mathematics. Students expand on their use of operations with specific real numbers and methods for comparing specific numbers to descriptions using variables that represent how numbers and number relationships work more generally. Students become fluent in explaining how to efficiently solve a variety of real-world multi-step problem and predict outcomes from patterns.

This is considered an advanced math course for middle school students. Students are expected to take an active role in their learning; meaning that they will complete assignments to the best of their ability and come to class prepared with questions about points of confusion. There will be an emphasis on students being able to explain how solutions can be derived rather than on memorization of solution algorithms.

Goals: Students will become fluent in the following:

Interpreting the structure of expressions; Performing arithmetic operation on polynomials; Creating equations that describe numbers or relationships; Explaining their reasoning in using symbols to solve equations; Choosing efficient processes for problem solving in one variable; represent equations and inequalities in graphic form; using function notation; Interpreting functions that arise in applications in terms of the context; Interpreting linear models.

Standards Reference:
Please see this web page for the DoDEA standards for Mathematics in grades 9-12. http://www.dodea.edu/Curriculum/Mathematics/upload/stn_math_grd_9_12.pdf  Also note
that DoDEA is adopting College and Career Readiness Standards next year. These can be found at the following address:


**Academic Integrity:** The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

**Assessment:** Students grades are based to the greatest extent possible on their level of mastery of specific skills and knowledge, including the ability to use skills and knowledge fluently (in a timely manner without assistance). The assessment of these skills will be in three phases: (1) practice toward mastery. Time in class will be given to practice and ask questions about topics. Students will use an on-line assignment program tied directly to DoDEA College and Career Readiness Standards (ASSISTments.com) to show initial progress toward mastery. Remediation and reassessment of skills are built in to this program; (2) quizzes. There will be frequent (approximately weekly) short quizzes that will assess one or two practiced skills in isolation; (3) There will be 2-3 major tests per quarter that will assess a student’s mastery of concepts in isolation and in combination with related topics (similar to a chapter test).

**Classroom Management:** Students will be held to the expectations of the five guiding principles of ZAMS: Preparation, Responsibility, Integrity, Determination, and Excellence. Students are expected to come to class prepared with materials, previously assigned work completed, and questions to ask. Any patterns of behavior that I find unacceptable will be discussed with the student. Any serious breaches of school rules will be referred to the administration for consequences consistent with the Student Handbook. In either case, parents will be informed by e-mail. Grades will not be directly affected by behavior. Please note that consistent failure to complete homework/prepare for class is considered a behavioral, not academic issue.

**Course Calendar:** Students should use the planner provided to record assignments and due dates. I will also be using Schoology (see below). Students will be instructed as to how to access this site. (This is a new program for me, so I apologize in advance for any difficulties in using it. Students will not be held accountable for my mistakes).

**Grading Policy:** There is a minimum score for any assignment/quiz/test set at 50%. Actual percentage achievement will be recorded in GradeSpeed with a grade of 50% as a ‘retake’ grade along with a notation of “minimum grade assigned” for any scores below 50%.

- **Grade Categories:**
  - Tests 50%
  - Quizzes 25%
  - Practice Toward Mastery (ASSISTments) 25%
- **Grade Improvement:**
  - Students may arrange to retake a test for a higher grade after school. There is no cutoff score for retaking a test. However, students who score below 70% will be required to attend after school tutorial sessions prior to retaking the test. Students will receive the higher of the two test grades. Each test may be retaken only once, and must be re-taken within 5 school days of receiving the graded original test.
  - Students who score below 70% on a quiz may “repair” quizzes for a maximum score of 70%. Repairing a quiz entails resubmitting the answers on a separate paper with a fully explained correct answer.
  - Students may continue to be reassessed on practice until they achieve 100% up to the end of a given quarter.
  - Because Tests may be retaken, Quizzes repaired, and Homework remediated: 
    - No extra credit assignments are offered.

**Grading Scale:** Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.

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**Homework:** Homework in math will occur daily. There is an expectation that students will spend 20-30 minutes EVERY day completing two tasks. (1) Pre-work: This will be an assignment to read, view an on-line tutorial, and take notes on a topic. Notes will include an essential question (topic), define any new/important vocabulary, highlight key points of the topic,
demonstrate the topic using examples, and summarize an answer to the essential question. (2) ASSISTments homework assignment. 5-10 on-line problems with hints and feedback that allow the student to show mastery of the topic previously previewed and practiced in class. Only the ASSISTments assignment is graded. Pre-work is expected as part of class participation.

**Late-work Policy:** Homework (pre-work and ASSISTments) will be posted in the classroom and on Schoology (see below). While ASSISTments assignments will have a due date, this is to keep students on track for acquiring skills as we move forward. Students who fail to master the practice will be given remediation and further opportunities to demonstrate mastery through practice. However, due to time demands, this may require that students attend the twice weekly Math Tutorial period held after school on Tuesday and Thursday.

**Materials Required:** All necessary items may be purchased at either the BX on Zama or the NEX on Atsugi. Many on-line options are also available. Students should have: pencils, ruler, protractor, dedicated math folder, composition book for notes, and graph paper. Scissors would be helpful, especially for left-handed students.

**Printing and Paper Consumption:** Students may be expected to submit written work from time to time. This may be printed at school or submitted electronically to me. Details will be given as the need arises.

**Schoology Course Access:** Schoology is a DoDEA sponsored web-based communication tool. Each student will be entered into a class section for Math 8. Students and parents should refer to the Schoology web site for

**URL:** https://schoology.dodea.edu
- **Username:** @student.dodea.edu email address (issued to each student in seminar class when school begins)
- **Password:** use the student email password (issued to each student when school begins)

**Textbook:** Hardbound Copies: Students will check out a copy of Larson Algebra 1 that they may keep at home. There will also be a class set for use in class. ASSISTment assignments will reference this text.

- **Online Textbook Access:**
  - **URL:** classzone.com
  - **Login Credentials:** 5075136-130

**Tutoring and Extra-Help:** After school individual and small group tutoring will be held on Tuesdays and Thursdays in the math room. This is also the only time students may re-take a test. This resource is open to all students. However, students who are not able to keep up with the pre-work or practice using their own organization will be invited to attend until they can keep up with the demands of the course. Parents will be alerted if your child is invited to attend.
Learning Strategies/Math/Language Arts
Grade Level: 7, 8

Instructor: Ms. Perera

Email: gaye.perera@pac.dodea.edu
Phone number: 263-4040
Building: 919
Room number: 208
Planning time: 11:25 am – 12:55 pm

Philosophy/Goals: The curriculum for each student receiving academic instruction in the resource room is based on the goals and objectives identified on their Individualized Education Plan (I.E.P.) Direct instruction and support services are directly related to the goals and objectives developed by the Case Study Committee. The resource room is not a homework completion class. Our purpose is to remediate, reinforce, and directly teach skills presented in the students’ curriculum. I offer homework assistance every day after school to any student wishing to stay.

Major Concepts/Content: The learning strategies course is designed to introduce concepts that are necessary to function in a general education environment. The content includes, but is not limited to, the following concepts: time management, decision-making strategies, following directions, time-on-task behaviors, use of visual aids, organization of work site, organization of information, textbook usage strategies, note taking, test-taking strategies, dictionary reference skills and researching and locating information.

Major Instructional Activities: Instruction will focus on the transfer of skills to the general education classroom.
Major Evaluative Techniques: Students will be evaluated based on the goals and objectives on the Individual Education Plans (I.E.P.). Evaluation will be based on written work and teacher observation and student self-documentation.

Essential Expectations:

- Demonstrate use of time management techniques.
- Demonstrate use of decision-making strategies.
- Follow directions.
- Demonstrate time on task behaviors.
- Use visual aids.
- Organize site work.
- Organize information.
- Apply textbook usage strategies.
- Use a variety of techniques to read for information.
- Take notes.
- Use strategies for remembering information.
- Apply test-taking strategies.
- Demonstrate dictionary reference skills. Research and locate information.

Grades will be given 2-3 times per week based on completion of a daily progress report as well as class assignments. Students may earn up to 10 points for each assignment.

- Planner filled out for each academic class 1
- Ready for class with all materials 1
- Completion of daily progress report 1
- Completion of daily assignment 5
- Homework attempted at home 2

Subject grades are based on total points and also follow the DoDEA grading scale. I follow the grade level guidelines and policies for late work as well as behavioral plans established by the 7th and 8th grade teams.

Our class follows the five Zama Middle School Guiding Principles of P.R.I.D.E: Preparation, Responsibility, Integrity, Determination, and Excellence

I treat my students with consideration and respect, and expect the students to treat me and their peers with consideration and respect.

Consequences for following the 5 guiding principles:

Verbal and written recognition, happy calls and emails home to parents, class and individual activities, contracted rewards.

Consequences for choosing not to follow the 5 guiding principles in hierarchal order:
Verbal reminders and review of principles, loss of free time following lunch, call or email to parents, conference with parent and student, conference with student, parent and principal.

We spend a significant amount of time reviewing, reinforcing, and supporting the general education curriculum. Please check your child’s planner and utilize Gradespeed and Schoology to keep informed of assignments, upcoming tests, and missing work in your child’s general education classes.

*Please feel free to contact me at any time with questions or concerns.*
Physical Education Syllabus
Grade Level: 7, 8

Instructor: Charrylin Pigge

   Email: Charrylin.pigge@dodea.edu
   Phone number: 263-4040
   Building: 919
   Room number: Gym
   Planning time: A3 and B5

Description: This year long course is designed to enable seventh and eighth grade students to develop movement skills and conceptual knowledge and attitudes related to the physical education needs of the adolescent. Developmentally appropriate concepts of physical fitness and personal and social development are included in this course. Students apply appropriate physical activity, fitness concepts and attitudes to the development of a health-enhancing level of physical fitness. They demonstrate responsible and safe behavior applying appropriate concepts and attitudes to personal and social development.

Philosophy: My philosophy begins with the core belief that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is my desire as an educator to help students meet their fullest potential in these areas by providing a teaching environment that is motivating, safe, and positive, supports risk-taking, and promotes respect for all people. I take very seriously the fact that how I treat a child may impact significantly on his or her ability to lead a productive and satisfying life.

It’s my strong belief that good teaching cannot be separated from enthusiasm. Over the years, I have observed many different and varying teaching methods and styles. My teaching style reflects the belief that you must first influence the attitude before you can teach the mind. Great teaching starts with an enthusiastic attitude, just as I believe that all learning is best began with a good attitude. I want my students to feel that I am excited to be in the gymnasium
with them. And, likewise, I want them excited to be in my class. A positive learning environment creates motivation, makes learning fun, and sets the stage for lasting learning.

**Standards Reference:**

Physical Education Grade 7 Standards:
http://www.dodea.edu/Curriculum/PE/upload/stn_phylesd_grd7.pdf

Physical Education Grade 8 Standards:

**Academic Integrity:** The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

**Assessment:**
Class participation - 50%

Daily dress – 30%

Mini Unit – 20%

**Behavioral Expectation**

1. POSITIVELY no outside shoes may be worn on the gym floor. Students must take off their shoes when they enter the gym.
2. No gum, food or drinks are allowed in the gym.
3. Students may not leave the gym without instructor’s permission.
4. Students must be in the gym when the tardy bell rings, and attendance will be taken five (5) after the tardy bell. Students must be dressed out at this time.
5. Students must show common courtesy at all times and demonstrate good sportsmanship.
6. Students must follow all directions the first time they are given.
7. Students must come to class ready to excel.
8. Students must participate in all activities.
9. Keep the locker room clean. If any clothes are found lying on the floor in the locker room, they will be placed in lost and found for one week, if they are not claimed within that time they will be thrown in the trash.
10. All equipment should be returned promptly when requested. Do not take that ONE LAST SHOT.
11. Students intentionally abusing equipment may be asked to replace it.
12. Avoid kicking basketballs or volleyballs or hanging on the volleyball, pickle ball or badminton net.
**Classroom Management**

Students are expected to respect themselves and others, to be prepared, follow Zama American Middle School’s Guiding Principles, and follow the guidelines in the *Student Handbook*.

1st Consequence verbal warning

2nd Consequence – Discuss problem with teacher during class.

3rd Consequence – Lunch time or after school detention

4th Consequence – Parents notification.

5th Consequence – Referral to the office

Any severe misconduct (such as fighting, etc.) – Immediate referral to the office.

**Content Outline**

- Movement
- Physical Activity and Fitness
- Responsible Personal and Social Development
- Team Sports
- Individual Sports (Mini units)
- Goal setting
- Flexibility

**Grading Scale:** Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.

**Points may be lost by:**

- Non-Participation – 3 points
- Not Dressing Out – 3 points
Homework:
Homework is due the following class session, unless otherwise directed. Students will write their assignments in their planner before leaving the class. Homework is posted daily on the board in class. (Schoology, Gradespeed, Student Planner, etc.).

Absences/Late Work Policy
Please contact the school to excuse absences. Daily assignments, homework, and handouts will be posted on our class white board and on my webpage. Late work is accepted from students who have excused absences without penalty provided it is submitted in a timely manner. Late work turned in for an unexcused reason may be accepted for partial credit only.

Extended Absences
Please contact the office to complete the request for Extended Absence form as soon as you have the details of your extended absence. Also, please contact me as soon as you know the dates of your absence so that I may prepare the assignments before you leave. Work will be due as assigned.

Plagiarism and Cheating
Plagiarism is not acceptable. Students must make every effort to create original work featuring their own voice and originality. Plagiarism includes cutting and pasting work (including pictures), or closely paraphrasing work from the internet or other sources without proper quotations and citations. If a student is caught cheating or plagiarizing, no credit for the assignment will be received and the parents will be notified. If it is a repeated behavior, the administration will be contacted for disciplinary action. On-line translation is considered plagiarism. It is obvious when those programs are used because they either provide structures
beyond the student’s knowledge level or provide literal/incoherent translations. Use of online translation inhibits effective foreign language instruction, development, and learning.

Extra Credit
I generally do not assign extra credit. However, there may be opportunities to earn bonus points on a quiz/test or a special assignment given to the entire class. I suggest all students take advantage of these extra points. In order to salvage an unsatisfactory grade, the student must improve their study habits early enough in the term in order to achieve higher scores on their future assignments. Please do not ask for extra credit.

Materials Required:
All students are required to change out of their school clothes and into a physical education uniform. Tennis shoes are also required for P.E. class. Uniforms should be taken home for laundering each week on Friday.

Bring a uniform from home - A white T-shirt and dark blue athletic style shorts are acceptable. Sweat shirt and sweat pants/athletic pants - Any color is acceptable. It is recommended that students have these to wear outside when cooler temperatures are expected.

- Sneakers, sweats/shorts, and t-shirt (any color).
- Soap and towel (No aerosol can deodorant
- A combination lock (provided by the school )
- Students are expected to launder their cloths weekly.
- Water bottle

Printing and Paper Consumption:
Let’s save and conserve our resources and better protect the environment! Neatly handwritten assignments are acceptable for my courses. If the student prefers to print then print all work for turn-in either at home or at the base/post library and not at school. Don’t use color ink as it is very expensive and unnecessary, I’m looking at content and originality. Use two-sided printing whenever possible to conserve paper.

Schoology Course Access: If a Schoology course is not used for the course, say “not used for this course”. If a Schoology course it is used, say so and how often students should be using it and how you intend to use it in your class. Also provide the information below if it is used.

- URL: https://schoology.dodea.edu
- Username: @student.dodea.edu email address (issued to each student in seminar class when school begins)
- Password: use the student email password (issued to each student when school begins)

Textbook:  No textbook is provided. Students are given a series of informational handouts.
Tutoring and Extra-Help: Tutoring/Extra Help Please arrange to have the phone number of at least one other classmate to study with and get assignments from if you are absent. Please see me during seminar or GYM for additional assistance.
Integrated Science
Grade Level: 8

Instructor: Mr. Michael A. Pope
Email: michael.pope@pac.dodea.edu
Phone number: 263-4040
Building: 913
Room number: 116
Planning time: A/B2 8:15 am – 8:55 am; A3 9:05 am – 10:30 am

Description / Philosophy: The focus of the grade-eight science standards is on providing students with the hands-on experiences that give them the active engagement and the concrete examples they require in order to understand basic science concepts. The development of eighth graders’ science skills culminates with their designing an entire controlled scientific investigation, constructing explanations and drawing conclusions from data, and generating questions for further study. Specifically, students explore the life, earth, and physical sciences within the framework of the following topics: “Earth’s Biological History” (Earth’s biological diversity over time); “Earth’s Structure and Processes” (materials and processes that alter the structure of Earth); “Astronomy: Earth and Space Systems” (characteristics, structure, and motions of celestial bodies in the universe); “Forces and Motion” (effects of forces on the motion of an object); and “Waves” (properties and behaviors of waves).

My philosophy is that students should always try to think of global, local and personal connections in their learning to make the educational experience relevant and sustainable.

Goals: Students will value and use science as a process of obtaining knowledge based on observable evidence. Student curiosity will be sustained as they develop the abilities associated with science inquiry.

Standards Reference: The science standards for grade eight provide the foundation for a course that is based on a rich and wide variety of learning experiences that actively engage students and accommodate a broad range of student learning styles through varied materials and instructional strategies. Students should observe, interact with materials and with people and ask questions as they explore new concepts and expand their knowledge. Course standards are located at: http://www.dodea.edu/Curriculum/Science/index.cfm
**Academic Integrity:** The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

**Assessment:** Students' assessments include unit tests, quizzes, labs, unit projects/research, and homework/classwork.

**Classroom Management:** Students must be in their seat and ready to work with all necessary materials when class begins to avoid being tardy. Students are expected to respect each other’s space, items, and opinions. All school rules are to be followed in class. Eighth grade team rules are as follows: Punctuality, Politeness, Preparedness, Perseverance, and Participation. A student will be removed if they do something physically dangerous to themselves or someone else. The consequences for breaking the general rules are: individual conference, note home, parent conference, and teacher referral.

**Course Calendar:** Schoology will be used to post assignment material and gradespeed will be a secondary source as well.

**Grading Policy:** Provide details to your grading policy. Include the following...

- **Grade Categories/Grade Weights:** Unit Test & Quiz-45%; Project/Research-20%; Labs-25%; Homework/Classwork-10%
- **Grade Improvement:** Students will have 3 school days to retake a unit test after the grades are posted. The grades will be averaged together for a new final grade that will not be less than the original grade. Any work not submitted prior to the assessment will be given a minimum grade of 44%.

**Grading Scale:** Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100 percent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
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<tr>
<td>F</td>
<td>59 percent or less</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (until removed)</td>
<td>0</td>
</tr>
</tbody>
</table>
**Passing a Pass/Fail course**  
NA

| P | N |  
|---|---|---|
| Passing a Pass/Fail course | No grade / Not passing a Pass/Fail course | NA |

**Homework:** All homework will be transcribed onto the in class calendar and posted in schoology.com. Student should record the due dates into their planners to share with parents. Homework is due the first 5 minutes of class.

**Late-work Policy:** As per the 8th grade policy, "Some work activities (in-class practice, labs, rough drafts, quizzes, tests, etc.) must be completed in class. Students may not choose to complete these tasks at a later time. Students who need extended time or who are absent are expected to arrange exceptions with the teacher prior to the due date. No late work will be accepted after the summative assessment (major test) for that topic. However, students who submit work after a due date, but prior to the test, may be assigned a late penalty of one letter grade (10%). Any work, submitted prior to a deadline and meeting minimum criteria for mastery, will earn at least a minimum passing grade."

Projects and labs are due on assigned dates and time will be given in class time to complete with additional days leading up to the due date for final submission. Work that is graded in a large class setting may not be submitted late to avoid issues of academic integrity.

**Materials Required:** Science Textbook (also online and schoology.com), science folder, composition book (not a spiral), pens/pencils, and access to Schoology.com (provided at school).

**Printing and Paper Consumption:** Always ask before printing and a maximum of 2 pages.

**Schoology Course Access:** Schoology will be used and students should check it weekly. Homework items and worksheets will also be attached in schoology.

- **URL:** [https://schoology.dodea.edu](https://schoology.dodea.edu)
- **Username:** @student.dodea.edu email address (issued to each student in seminar class when school begins)
- **Password:** use the student email password (issued to each student when school begins)


- **Hardbound Copies:** one will be issued to each
- **Online Textbook Access:** All chapters and units being used will be linked into folders in schoology. [www.glencoe.com](http://www.glencoe.com)

**Tutoring and Extra-Help:** I am available during seminar, and before school.
Advancement Via Individual Determination (AVID) Mission Statement

“The mission of AVID is to close the achievement gap by preparing all students for college readiness and success in a global society”

The AVID program teaches students how to take notes, study, read for content, and manage time. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding.

AVID is an elective class which meets during the regular school day. In preparation for the college prep curriculum in the high school, AVID students are required to enroll in rigorous courses, such as math 8 for seventh-graders, Algebra I, or a foreign language.

Texts
- Content area textbooks and class notes
- Information from AVID curriculum guides and tutorials (e.g., Strategies for Success; College Path; Writing Curriculum...; and other appropriate sources

Teacher Name
Mr. Karl Szilagyi

Contact Information
Zama Middle School APO,
AP 96343-0005
DSN: 263 3913
Off base: 046 407 3913
E-mail: karl.szilagyi@pac.dodea.edu

Location
Room 215, Bldg. 913

Materials
- Content area textbooks and class notes
- Planner
- One “2 - 3” three-ring binder or two “2” binders, preferably with pocket inserts or one or two trapper pouches. Each binder will have to have a zipper pouch for necessary supplies.
- Enough colored tab subject pocket dividers to separate each academic class, including AVID. Pocket dividers are preferred; if this style is unavailable, one or two trapper pouches are acceptable.
- Lined, loose-leaf filler paper (100 sheets at the beginning of every semester or as needed)
- Zipper pouch with 3 holes for each binder to store the following supplies (3-hole punched heavy duty zip-lock quart bags also work):
  - Two or more pens with black or dark blue ink
  - Two or more pencils
  - One or more erasers
  - One or more colored highlighter pens
- One binder with pocket dividers for each class OR one pocket folder for each class to be kept at home for storage of papers culled from big binders at the end of each quarter.
- Optional items are: a calculator, six-inch ruler, and notebook dictionary and/or thesaurus.
Grading Policy
DoDEA Grading Scale:

<table>
<thead>
<tr>
<th>% Letter</th>
<th>% Letter</th>
<th>Range grade</th>
<th>Range grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 – 100 A+</td>
<td>73 – 76 C</td>
<td>93 – 96 A</td>
<td>70 – 72 C-</td>
</tr>
<tr>
<td>90 – 92 A-</td>
<td>67 – 69 D+</td>
<td>87 – 89 B+</td>
<td>63 – 66 D</td>
</tr>
<tr>
<td>83 – 86 B</td>
<td>60 – 62 D-</td>
<td>80 – 82 B-</td>
<td>Below 60 F</td>
</tr>
<tr>
<td>77 – 79 C+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additionally the following grades may be indicated on the student’s report cards.

I Incomplete
M=missing=0 points

Assignments are given point values of 5, 10, 25, 50, or 100 points depending on the level of difficulty and/or length of the assignment. Corrected papers receive a percentage as well as point score. All assignments are weighted equally. Grades are determined through averaging all point scores and matching the appropriate percent with the DoDEA grading scale.

Assessment
Assessment is ongoing through evaluation of work in the AVID and academic classrooms. The school wide standardized testing, class grades, and parent/teacher input will determine the recommendation for AVID placement during the following school year.

Homework
Students are required to write all homework assignments in the planner provided by the school and must bring it to every class every day. Current study topics will be written when no homework is assigned and the space will be left blank or slashed out on days when a class is not in session. Assignments completed before the student arrives home should be marked with a check in the planner. Parents are strongly encouraged to check the planner nightly or whenever possible, review all completed homework, and assist students with unfinished and misunderstood homework when necessary. When a student is having difficulty with an assignment, it is possible to receive assistance from the teacher during some class time, seminar, or after school by appointment. It is also possible to obtain a reasonable extension for this reason if it is requested before it is due and evidence of effort is provided.

Late Work Policy
Completing assignments in a timely manner is the responsibility of every student. Class work and homework are designed as practice to increase a student’s understanding of the material. My late work philosophy is that if a student is allowed to turn in assignments late without a penalty, the student will be conditioned and enabled to act irresponsibly in many aspects of his/her life in the future. Furthermore, teachers have due dates for recording grades and providing timely feedback to students. Students who have a legitimate reason for turning in work late need to communicate with me in a timely manner regarding the late assignment.

Assignments not turned in by the due date (at the beginning of class on that date) are considered late. Late work will be accepted up to two class periods after the due date with a penalty. For example, if an assignment was due on Monday and turned in at the beginning of the next class period on Wednesday; the assignment would be considered one class period late. Late work will be penalized 10 grade-percentage points per school day until they have reached the minimum grade. Any work not turned in will be recorded as a 0 in the grade book. Please check GradeSpeed frequently for any missing assignments.

Tutoring/Extra Help
Students may receive extra help during seminar. They should make an appointment at least one day in advance to make sure the teacher is available.

Classroom Management
Classroom Rules & Discipline Plan: The purpose of classroom rules is to help facilitate a positive learning environment. Students are encouraged to practice behaviors that attract positive attention versus negative attention. Students who follow the rules will attract more positive attention from their classmates and teachers. Students are expected to follow these classroom rules as well as all school rules.

1. Be in your assigned seat when the bell rings.
2. Bring all required materials to class.
3. No backpacks or purses.
3. Respect the people, equipment, and furnishings.
4. Remember to speak at a volume that is appropriate for the classroom.
4. Follow directions the first time they are given.
5. Be polite and helpful to your classmates and teacher.
6. No eating or chewing gum in class.
7. All non-educational personal electronic devices (i.e. cell phones) are not allowed in the classroom.
8. Follow all computer use and access rules detailed in student handbook.

Negative consequences will be given for the following:
1. Excessive and/or disruptive talking.
2. Disrespect or rudeness towards teachers or peers.
3. Horseplay.
4. Inappropriate behavior or comments.
5. Not following directions.
6. Interfering with another student’s learning.
7. Being late to class.
8. Chewing gum or eating in class.

**Negative Consequence If You Choose to Break a Rule**

1. Verbal warning or non-verbal warning.
2. Teacher directed help to improve student behavior.
3. Teacher assigned detention, teacher/student conference and notification to parent sponsor/guardian (email or phone call).
4. Teacher/student conference, notification to parent sponsor/guardian (email or phone call) and after school detention.
5. Administrative referral (office)

**Consequences and steps will be in accordance with the severity of the behavior.**

**Content Outline**

- Binder checks every week after training is complete. Days will vary, so students should always be prepared.
- Cornell Notes will be due every week after training is complete. The number of pages will vary by grade. Students will be notified of dates and write them in planners.
- Tutorials will occur every week after training has been received. Students will be notified of dates and write them in planners.
- All deadlines will be posted in the classroom.

**Additional Information**

AVID Curriculum includes: Oral language/public speaking, note-taking practice, test preparation, research, and WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) activities.
AVID Tutorials include: Collaborative study groups, problem solving, note-taking, higher level thinking questions, WICOR strategies, reflection and evaluation.
Motivational activities include: Speakers, Study trips, philosophical chairs/Socratic seminar, team building, media or career center, other motivational activities that support AVID goals.
Dear Parent or Guardian:

Please review the attached syllabus with your child to learn more about the classroom expectations for AVID. If you have any questions or concerns, please contact Mr. Szilagyi.

Cut here

Please sign and return this portion to Mr. Szilagyi.

I have read and understood the classroom expectations and syllabus for Mr. Szilagyi (AVID). If you have any questions or concerns, please contact Mr. Szilagyi.

Student’s signature & date         Parent’s signature & date

__________________________________             __________________________________
# Computer Applications

**Syllabus**

Mr. Szilagyi

<table>
<thead>
<tr>
<th>School Name</th>
<th>Zama Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>Course Description</td>
<td>Computer Applications is designed to provide the student with the opportunity to extend knowledge of and apply various software applications. Using an integrated environment, students will work with word processing, spreadsheets, databases, presentations, charts, and related graphics.</td>
</tr>
<tr>
<td>Textbook</td>
<td>South-Western Cengage Learning DIGITOOLS 3e (class set) and Computer based curriculum materials (database &amp; online sources)</td>
</tr>
<tr>
<td>Teacher Name</td>
<td>Karl Szilagyi</td>
</tr>
<tr>
<td>Contact Information</td>
<td>Email: <a href="mailto:karl.szilagyi@pac.dodea.edu">karl.szilagyi@pac.dodea.edu</a></td>
</tr>
<tr>
<td></td>
<td>School Phone: 263-4040</td>
</tr>
<tr>
<td></td>
<td>Website: <a href="http://samurainet.pac.dodea.edu/">http://samurainet.pac.dodea.edu/</a></td>
</tr>
<tr>
<td>Location</td>
<td>Zama Middle School - Computer Lab 206</td>
</tr>
<tr>
<td>Philosophy</td>
<td>I believe in creating an atmosphere where all students can learn Computer Applications in a supportive environment. Students will be challenged to learn new applications and improve upon existing computer skills.</td>
</tr>
<tr>
<td>Materials</td>
<td>#2 pencils, blue or black ink pens, highlighter and a section for Computer Applications in a three-ring binder.</td>
</tr>
<tr>
<td>Assignments/Homework</td>
<td>Most or all work is done in class. Students will be given an assignment calendar detailing the due dates at the beginning of the quarter. Students are required to follow the assignment calendar and write the due dates in their planner. Work done outside the classroom will be accepted only if class time is used first. That means - you cannot talk through class and then do your work at home to turn in later.</td>
</tr>
<tr>
<td>Grading Policy</td>
<td>In general, points are assigned in the following manner:</td>
</tr>
<tr>
<td></td>
<td>1. Classwork/Homework = 5 - 100 points</td>
</tr>
<tr>
<td></td>
<td>2. Assessments = 50 - 100 points</td>
</tr>
<tr>
<td>DoDEA Grading Scale</td>
<td>DoDEA Grading Scale</td>
</tr>
<tr>
<td></td>
<td>90-100 = A</td>
</tr>
<tr>
<td></td>
<td>80-89 = B</td>
</tr>
<tr>
<td></td>
<td>70-79 = C</td>
</tr>
<tr>
<td></td>
<td>60-69 = D</td>
</tr>
<tr>
<td></td>
<td>59 or below = F</td>
</tr>
<tr>
<td></td>
<td>Grades are a measurement of student performance.</td>
</tr>
<tr>
<td>Absent Work Policy</td>
<td>If you are absent, it is your responsibility to make up work when you return. If a student is absent from class, they are responsible for all assignments given and held to the due date. For example: A student misses an A day class and returns to school the following day (B day), the student must stop in to find out what he/she missed and complete the assignment at home to turn in the following day (A day). Make-up work for excused and unexcused absences will be in accordance with school guidelines.</td>
</tr>
<tr>
<td>Late Work Policy</td>
<td>Completing assignments in a timely manner is the responsibility of every student. Class work and homework are designed as practice to increase a student's understanding of the material. My late work philosophy is that if a student is allowed to turn in assignments late without a penalty, the student will be conditioned and enabled to act irresponsibly in many aspects of his/her life in the future. Furthermore, teachers have due dates for recording grades and providing timely feedback to students. Students who have a legitimate reason for turning in work late need to communicate with me in a timely manner regarding the late assignment. Assignments not turned in by the due date (at the beginning of class on that date) are considered late. <strong>Late work will be accepted up to two class periods after the due date with a penalty.</strong> For example, if an assignment was due on Monday and turned in at the beginning of the next class period on Wednesday; the assignment would be considered one class period late.</td>
</tr>
</tbody>
</table>
# Computer Applications
## Syllabus
### Mr. Szilagyi

<table>
<thead>
<tr>
<th>Late work will be penalized 10 grade-percentage points per school day until they have reached the minimum grade. Any work not turned in will be recorded as a 0 in the grade book. Please check GradeSpeed frequently for any missing assignments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tutoring/Extra Help</strong> All students are assigned to a seminar class every day. If students would like extra help, make up work, or to discuss a problem in the classroom; they are welcome to see me during seminar or after school. Please schedule a time in advance by signing up for seminar or after school to see me.</td>
</tr>
<tr>
<td><strong>Classroom Management</strong></td>
</tr>
<tr>
<td><strong>Classroom Rules &amp; Discipline Plan</strong> The purpose of classroom rules is to help facilitate a positive learning environment. <strong>Students are encouraged to practice behaviors that attract positive attention versus negative attention. Students who follow the rules will attract more positive attention from their classmates and teachers. Students are expected to follow these classroom rules as well as all school rules.</strong></td>
</tr>
<tr>
<td>1. Be in your assigned seat when the bell rings.</td>
</tr>
<tr>
<td>2. Bring all required materials to class.</td>
</tr>
<tr>
<td>3. No backpacks or purses.</td>
</tr>
<tr>
<td>4. Don’t move the keyboards or mouse.</td>
</tr>
<tr>
<td>5. Be careful of the computer cords and cables.</td>
</tr>
<tr>
<td>6. Leave your computer work station better than you found it.</td>
</tr>
<tr>
<td>7. No food, beverages, or chewing gum in class.</td>
</tr>
<tr>
<td>8. Remember to speak at a volume that is appropriate for the classroom.</td>
</tr>
<tr>
<td>9. Follow directions the first time they are given.</td>
</tr>
<tr>
<td>10. Be polite and helpful to your classmates and teacher.</td>
</tr>
<tr>
<td>11. All non-educational personal electronic devices (i.e. cell phones) are not allowed in the classroom.</td>
</tr>
<tr>
<td>12. Follow all computer use and access rules detailed in student handbook.</td>
</tr>
<tr>
<td><strong>Negative Consequence If You Choose to Break a Rule</strong></td>
</tr>
<tr>
<td>1. Verbal warning or non-verbal warning.</td>
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<td>2. Teacher directed help to improve student behavior.</td>
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<td>3. Teacher assigned detention, teacher/student conference and notification to parent sponsor/guardian (email or phone call).</td>
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<td>4. Teacher/student conference, notification to parent sponsor/guardian (email or phone call) and after school detention.</td>
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<tr>
<td>5. Administrative referral (office)</td>
</tr>
<tr>
<td><strong>Consequences and steps will be in accordance with the severity of the behavior.</strong></td>
</tr>
<tr>
<td><strong>Cheating/Plagiarism</strong> You are responsible for your own work. My classroom policy concerning academic dishonesty is in line with the school’s policy: students discovered cheating receive a grade of zero on the assignment in question, with no make-up privileges. Please note that a student who willingly provides answers to another student is also guilty of cheating and will suffer the same consequences.</td>
</tr>
<tr>
<td><strong>Hall Passes/Student Movement</strong> Please do not leave the room without me signing your planner.</td>
</tr>
<tr>
<td><strong>Standards</strong> Please visit the DoDEA website, <a href="http://www.dodea.edu/curriculum/">http://www.dodea.edu/curriculum/</a>, for a complete list of DoDEA curriculum standards</td>
</tr>
</tbody>
</table>
Dear Parent or Guardian:

Please review the attached syllabus with your child to learn more about the classroom expectations for Computer Applications. If you have any questions or concerns, please contact Mr. Szilagyi.

Cut here

Please sign and return this portion to Mr. Szilagyi. I have read and understood the classroom expectations and syllabus for Mr. Szilagyi (Computer Applications). If you have any questions or concerns, please contact Mr. Szilagyi.

Student’s signature & date

Parent’s signature & date
United States History Syllabus
Grade Level: 8

Instructor: Ms. Debbie Willcut
Email: Debbie.willcut@pac.dodea.edu
Phone number: 263-4040
Building: 919
Room number: 210
Planning time: A3 and B3

Description / Philosophy:
Students in grade eight study the ideas, issues, and events leading to framing of the Constitution through Reconstruction. After reviewing the development of America’s democratic institutions, they learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Standards Reference:
Standards for the 8th grade United States history course are located at http://www.dodea.edu/Curriculum/socialStudies

Academic Integrity:
The course policy regarding Academic Integrity (cheating, plagiarism, etc.) is governed by the Zama American Middle School Student Handbook. Consequences for violating this policy are found in the same reference, Appendix A, “Table of Disciplinary Actions.”

Assessment:
Assessments in the history class are formative and summative. Assessments include quizzes, tests, projects, and presentations.

Classroom Management:
Students and the teacher will respect one another. We will arrive to class prepared and ready to learn. Students who disrupt the learning environment will be verbally reminded to remain on task. Parents are contacted when disruptive behavior becomes a pattern in the classroom.

**Course Calendar:**
- Unit One: Revolutionary Period and Forming a New Nation. September through October
- Unit Two: The New Republic November through January
- Unit Three: The Nation Expands and Changes January through March
- Unit Four: Civil War and Reunion April through June

**Grading Policy:** Provide details to your grading policy. Include the following ...
- **Grade Categories and Weights**
  - Assessments (Quizzes, Tests, and Summative Projects) 70%
  - Homework/Classwork 20%
  - Note Folders 10%
- **Grade Improvement:**
  - Students may request tutoring, additional preparation prior to a re-test, additional support during seminar or afterschool.

**Grading Scale:** Zama American Middle School uses the standard DoDEA grading scale. For more information, refer to the Zama Middle School student handbook.

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<thead>
<tr>
<th>Grade</th>
<th>Scale</th>
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<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Passing a Pass/Fail course</td>
<td>NA</td>
</tr>
<tr>
<td>N</td>
<td>No grade / Not passing a Pass/Fail course</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Homework:**
Homework is designed to practice concepts learned in class and to provide students another resource for assessment preparation. Homework assignments are written on a class calendar, discussed and written in student planners.

**Late-work Policy:**
Students may turn in late assignments prior to assessment. Homework is intended to help a child prepare for assessment and completing it after the assessment does not benefit the student. Late assignments will receive a deduction of 10%.

**Materials Required:**
Students should come to class with either a pencil or pen. Students will use two pocket portfolios with 3 tangs to organize notes and homework.

**Schoology Course Access:**
At this time, I do not use Schoology to document assignments or for communication with students.

**Textbook:** Davidson and Stoff, *History of Our Nation*: Prentice Hall
- Textbooks will be distributed to each student.
- **Online Textbook Access Is Not Available at this time.**