

St. Finn Barr Catholic School

Welcome to Middle School

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

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Our Mission

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

The Middle School Team

Language Arts	Mrs. Cheap	c.cheap@stfinnbarr.org
Mathematics & 7th and 8th Religion	Mrs. Patriarca	l.patriarca@stfinnbarr.org
Science & 6th Spelling/ 6th Religion	Mrs. Ula	u.pyzel@stfinnbarr.org
Social Studies & 7th and 8th Spelling	Ms. Anna	a.center@stfinnbarr.org

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

Middle School Rules: Respect, Follow, Contribute

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

Rewards/Consequences

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

Parent Tools and Technology

Google Classroom

Edlio is an online platform that allows parents and students to stay on top of school and homework. Students will be invited to join Google Classroom in the first week of school. Parents will also receive email summaries of Google Classroom activity nightly.

School Speak

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

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

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

Homework Policy

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

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

Attendance Policy

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

Protocol for Absences and Tardiness

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

Students will receive:

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

Grading Policy

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

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

A	93% - 100%	B-	80% - 82%	D+	67% - 69%
A-	90% - 92%	C+	77% - 79%	D	63% - 66%
B+	87% - 89%	C	73% - 76%	D-	60% - 62%
B	83% - 86%	C-	70% - 72%	F	59% and below

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

Honor Roll Guidelines

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

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

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

Technology Policy- Bring Your Own Device

Definition of “Device”

For purposes of BYOD, “Device” refers to a privately owned laptop or tablet that can be used for accessing the internet, running Google Drive, and other educational resources.

Internet

Internet access is only allowed through the SFB Student wireless network. Personal internet connective devices such as but not limited to cell phones/cell network adapters are not permitted to be used to access outside internet sources at any time.

Security and Damages

Responsibility to keep the device secure rests with the individual owner. SFB is not liable for any device stolen or damaged on campus. If a device is stolen or damaged, it will be handled through the administrative office similar to other personal artifacts that are impacted in similar situations. Protective cases for devices are encouraged.

B.Y.O.D. Student Agreement

The use of technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his or her laptop, cell phone, or other electronic devices while at school. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole.

Students and parents/guardians participating in B.Y.O.D. must adhere to the Student Code of Conduct, as well as all school policies, particularly ***Student Network Guidelines***.

Responsibility for Devices

- The technology devices students bring to school are their responsibility.
- School personnel assume no responsibility for personal devices if they are lost, damaged, or stolen.
- Personal devices may be subject to investigation in accordance with school policy.
- Students are to keep their devices secure at all times and not share them or loan them to others. Student cell phones must be physically turned off during the school day unless accommodations or staff members allow the usage. Devices must be in silent mode if turned on.
- Each student is responsible for their own device, including setup and maintenance. Teachers will not store student devices at any time, nor will any SFB employee diagnose, repair, or work on a student's personal device.
- All devices are expected to be charged at home.
- No photos, audio recordings, or videos are permitted while on school property.
- Families should clearly label all devices with the students' names. Families should also set a password or passcode to secure entry into each device.
- Student understands that there is no access to the school file server. Files may have to be saved in Google Drive, a local laptop drive, a jump drive, or another media device.
- Student realizes that printing from personal laptops will not be possible at school.

Acceptable Use Locations

Locations	Use
Classrooms	As directed by teachers
Hallways, Bathrooms, and at Recess	Not Permitted
Extended Care	As directed by Extended Care Staff

Student Access: Access to the Division electronic communications system, including the Internet, shall be made available to students for *instructional purposes* and under the direction and guidance of an SFB staff member.

Acceptable Use Policy: A student who gains access to any inappropriate or harmful material is expected to discontinue the access and to report the incident to a staff member. Any student identified as a security risk or as having violated the *Student Network Guidelines* may be denied access to the SFB system. Other consequences may also be assigned. A student who knowingly brings prohibited materials into the school's electronic environment will be subject to suspension of access and/or revocation of privileges on the SFB system. The student will also be subject to further disciplinary action in accordance with the Student Code of Conduct.

Subject to Monitoring: All SFB computer/network/internet usage shall not be considered confidential and is subject to monitoring by designated staff at any time to ensure appropriate use. Students should not use the computer system to send, receive, or store any information, including email messages, which they consider personal or confidential and wish to keep private. All electronic files, including email messages, transmitted through or stored in the computer system will be treated no differently than any other electronic file. St. Finn Barr Catholic School reserves the right to access, review, copy, modify, delete, or disclose such files for any purpose. Students should treat the computer system as a shared or common file system with the expectation that electronic files, sent, received, or stored anywhere in the computer system will be available for review by an authorized representative of SFB. Personal electronic devices are subject to examination in accordance with disciplinary guidelines if there is reason to believe that any division rules or guidelines have been violated.

Consequences of Agreement Violation: Any violation of these *Student Network Guidelines* may result in revocation of the student's access to the computer/network/internet, regardless of the success or failure of the attempt. In addition, school disciplinary action may be taken. With just cause, SFB personnel, including the building principal, may deny, revoke, or suspend computer/network/internet access as required, pending an investigation.

Internet Access Warning: The school makes every effort to limit access to objectionable material; however, controlling all such materials on the computer/network/internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that students may access material that may not be of educational value in the school setting. If they access something that is not of educational value, they must immediately report it to the staff or faculty member monitoring the class.

Student Network Guidelines

Personal Safety

1. I will not post personal contact information about myself or other people without the permission of my parents and teacher. Personal contact information includes but is not limited to my photo, address, or telephone number.
2. I will not agree to meet with someone I have met online without my parent's approval.
3. I will promptly disclose to my teacher or other school employees any message I receive that is inappropriate.

Illegal Activities

1. I will not attempt to gain unauthorized access to SFB network resources or to any other computer system to go beyond my authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
2. I will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
3. I will not read, move, rename, edit, delete, or in any way alter the files that have been created or organized by others.
4. I will not install software on any SFB computers or on the SFB network without direct supervision of SFB staff.
5. I will not alter hardware or software setups on any SFB computer resources.

Security

1. I am responsible for my individual account and should take all reasonable precautions to prevent others from being able to use my account.
2. I will immediately notify a teacher or the campus administrator if I have identified a possible security problem with the network or peripheral computers.
3. I will take all precautions to avoid the spread of computer viruses.

Inappropriate Language

1. Restrictions against inappropriate language apply to public messages, private messages, and material created for assignments or to be posted on web pages.
2. I will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. I will not engage in personal attacks, including prejudicial or discriminatory attacks. (Derogatory statements/disruption of education.)
3. I will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If I am told by a person to stop sending them messages, I will stop.
4. I will not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for Privacy

1. I will not report a message that was sent to me privately without the permission of the person who sent me the message.
2. I will not post private information about another person.

Respecting Resource Limits

1. I will use the technology at my school only for educational purposes.
2. I will not post chain letters or engage in "spamming." Spamming is sending an annoying or unnecessary message to a large number of people.
3. I will not download or use games, pictures, video, music, instant messaging, e-mail, or file sharing applications, programs, executables, or anything else unless I have direct authorization from a teacher. I understand that SFB personnel may monitor and access any equipment connected to SFB network resources and my computer activity.
4. I will not use streaming sites such as (but not limited to) Netflix, Youtube, Instagram, Tik-Tok, Snapchat, Discord, or Spotify unless I have direct authorization from a teacher.

Plagiarism and Copyright Infringement

1. I will not plagiarize works that I find on the Internet or on the computers at my school. Plagiarism is taking the ideas or writings of others and presenting them as if they were my own.
2. I will respect the rights of copyright owners. Copyright infringement occurs when I inappropriately reproduce a work that is protected by copyright. If a work contains language that specifies the appropriate use of that work, I will follow the expressed requirements. If I am unsure whether or not I can use a work, I will request permission from the copyright owner. If I am confused by copyright law, I will ask a teacher to answer my questions.

Inappropriate Access to Material

1. I will not use SFB network resources to access or store material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination toward other people
2. If I mistakenly access inappropriate information, I will immediately tell my teacher or an administrator and will not attempt to access the inappropriate information again.
3. My parents will instruct me if there is additional material that they think it would be inappropriate for me to access. The school fully expects that I will follow my parent's instructions in this matter.
4. I understand that internet access is provided for support of classroom assignments, and I will not attempt to surf anonymously or modify the computer in any way to allow me access to websites or applications I am not authorized to use.

Dress Code Policy

Grooming

The purpose of the school uniform is to provide a space for students where their focus can be on learning. We do ask that students abide by these policies and that parents would support their child in following the uniform requirements. We thank you for your support in providing safe spaces for our children to learn. There will be opportunities for students to express themselves through fashion on Spirit Days and Free Dress Days and we invite them to participate in these events as they are scheduled.

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

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

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

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

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

Boys

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

White Button-Up Shirt

Aqua V-neck pullover

All black or all white shoes

Solid black, navy, or white socks

Short, neat, appropriate hairstyles

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

Girls

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

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

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

All black or all white shoes

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

Neat hairstyles

No makeup or nail polish

1 Pair of stud earrings & no other jewelry

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

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

Free Dress

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

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

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

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

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

Discipline Policy

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

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

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

General Rules

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

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

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

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

Discipline Procedure

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

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

Verbal Warning or Reprimand (for minor misbehavior)

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

Loss of Privileges/Behavior Contracts

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

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

Suspension

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

A student becomes subject to suspension if she/he:

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

Expulsion

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

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

Archdiocesan Policy

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

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

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

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

St. Finn Barr Catholic School Plagiarism/Cheating Policy

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

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

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

Consequences of Plagiarism/Cheating:

First Offense (not limited to the following consequences)

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

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

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

Note: Administration may use discretion when issuing additional consequences.

Enrichment Schedule for 2022-2023

	First Trimester	Second Trimester	Third Trimester
Grade 6	Spanish	Writing Workshop	Writing Workshop
Grade 7	Writing Workshop	Writing Workshop	Spanish
Grade 8	Writing Workshop/ High School Prep	Spanish	Writing Workshop

Religion 7 2022-2023



stfinnbarr  Catholic School

Teacher: Mrs. Patriarca

Text: *Spirit of Truth: Living as a Disciple of Christ*

Website: www.sophiainstitute.com

Overview: Middle-school students explore Jesus and the Gospel message, with an emphasis on unifying themes in Scripture and an in-depth examination of the four Gospels.

Goals: The 7th grade Religion curriculum focuses on the life and teachings of Jesus Christ. Students will get to appreciate the humanity and divinity of Christ. They will understand and recognize visible signs of God's presence and broaden their understanding of the Gospel message. By studying the Scriptures, Catechism of the Catholic Church, Lives of the Saints and Biblical Figures, Sacraments, and Prayers, students will deepen their faith and nurture their relationship with Jesus Christ.

In addition to learning about the life and teachings of Jesus, the students will also learn Sacred Art as a means of helping them understand about their Catholic faith. Exploring Sacred Art and reflecting on the beauty and goodness of God, the students will appreciate the Biblical events that are depicted in the art.

Students will also learn about their personal growth and its challenges. Students will understand to remain close to God, rely on the example of the Saints and assistance of others and to grow and mature into the person God calls them to be.

UNIT 1 Personal Growth

In this unit, we look at what it takes to grow into the saints we are all called to be. This includes Physical, Social, and Spiritual development.

- Exploring Personal Growth with Sacred Art
- The Human Person, Made in the Image and Likeness of God
- Human Growth and the Purpose of Existence
- Exploring Physical, Sexual, Emotional, Intellectual, Social, and Spiritual Growth
- Growth in the Virtues and in the Gifts and Fruits of the Holy Spirit
- Challenges to Growth

UNIT 2 Jesus and the Gospel Message

In this unit, we explore divine revelation. This includes learning about inspiration, the authority of scripture, the relationship between the Old and New testaments, the life of Christ, as well as an in-depth look at each of the four Gospels.

- Exploring Jesus and the Gospel with Sacred Art
- Divine Revelation
- The Inspiration and Authorship of Scripture
- The Old Testament and the New Testament
- The Stages of Gospel Formation and the Literary Aspects of the Gospels
- World of the New Testament
- Jesus' Incarnation, Life, Passion, Death, and Resurrection
- Exploring the Gospel of Matthew, Mark, Luke, and John

UNIT 3 The Sacraments

In this unit, we learn about the history and effects of all of the seven Sacraments.

- Exploring the Sacraments with Sacred Art
- Learn the seven Sacraments - Baptism, Confirmation, Eucharist, Penance and Reconciliation, Anointing of the Sick, Holy Matrimony, and Holy Orders

- Explore the History, Celebration, and Effects of the Sacraments
- Living each Sacrament

UNIT 4 PRAYER

In this unit, we look at the history, efficacy, and various forms of prayer.

- Exploring Prayer with Sacred Art
- Different Types of Prayer
- Prayer in Salvation History
- The Lord's Prayer
Praying to the Father, to the Son, and to the Holy Spirit
- Praying in Communion with Mary, the Mother of God
- Ways of Praying: the Liturgy, Devotional Prayer, Praying with Scripture

Curriculum Resources:

- **FORMED** (<https://watch.formed.org/>) You have free access to this website by using your school's email account.
- St. Finn Barr Catholic Church Flocknote
- The Bible Project Team
- The Religion Teacher - Jared Dees
- CTN (Christian Television Network),
- USCCB Readings <https://bible.usccb.org/> - Sunday Readings and Homily
- Youtube Christian Catholic videos
- **Mass** - Students attend the Mass in the parish and are expected to listen to the Scripture readings and homily and write reflections about what they learned.
- **DVD, "Jesus of Nazareth."** -The students will watch a DVD, to understand further the gospel messages written in the New Testament. The movie will help them to become followers of Jesus and what it means to be His disciples and members of His Mystical Body, the Church.

Materials: Journal notebook, pens and art materials

Absence and Homework Policy:

- Homework should always be turned in on time, neat, and complete.
- Check the homework posted on Google Classroom
- Check with a responsible classmate for missing seatwork and tests. Most of the seatwork are not posted on SchoolSpeak.
- Study and schedule a missed test/quiz.
- Check SchoolSpeak for grade updates.
- Full credit for excused absences
- Ten points or 10% drop for everyday the assignment is late.
- Update teacher immediately through email if online assignment is completed.
- **Late work is not accepted after day 5.**
- **Note: Homework assignments or tests may not be provided in advance to students who will be absent from school due to family vacations or travel.**

Grading Policy

You can view your assignments and progress reports on School Speak. To access this information, parents must create a username and password, and enter the student access code provided by the school. I will update grades online on a regular basis. Please contact the school office if you have any questions on the SchoolSpeak website.

- **60% Tests and Projects**
 - **30% Tests** - The students are given tests upon completion of the lessons. Students will need to take notes to help them to study in preparation for the examination.
 - **30% Projects** - Each grade is assigned to do a community service project to help the students to understand better the importance of helping others and serving their

community. I assign a few posters during the year, and the students will need to turn in a **quality poster design** to earn a better grade.

- **40% Classwork and Homework**

- **20% Class Work** - I encourage students to participate in a class discussion about current events that impact our lives. The students should listen to and respect each other when expressing opinions and views concerning faith issues and moral values. The students will receive points if they participate in class discussions and other activities in class.
- **20% Homework** - The students will complete activities and discussion questions in their textbook for seatwork or homework. The students will receive points for journal writing and Gospel reflections. Other assignments will be taken from the other resources I use in class

CONFIRMATION Candidates:

Students who are preparing for the Sacrament of Confirmation are required to:

- **Attend Mass on Sunday** - They will request the priest to sign their Mass cards to show that they have attended the Sunday Mass
- **Community Service** - They will comply to 40 volunteer hours for community service. All volunteer work must be approved by the Pastor and the Director of Religious Education (DRE). Completion of these volunteer jobs must be turned in by the end of April. Please take pictures and write your volunteer experiences later.

If you have any questions, please feel free to contact me. My email address is

l.patriarca@atfinnbarr.org. You can also call the school's office at 415-333-1800 and leave a message.

8th Grade Religion SY 2022-2023



stfinnbarr  Catholic School

Teacher: Mrs. Patriarca

Text: *Spirit of Truth: The Communion of the Faithful*

Website: www.sophiainstitute.com

Overview

Through the course of the year, eighth-graders will build on their understanding of personal growth, with an emphasis on our vocation to love and our responsibilities to God and each other. This curriculum will also focus on preparing some of the students for the Sacrament of Confirmation.

Goals

The goal of the course is to engage students in a vibrant dialogue regarding the Catholic faith and to lead them in a mature disciples of Jesus Christ who embrace a lifelong commitment to prayers and service to Church.

Requirements

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

- **UNIT 1: Personal Growth**

In this unit, we explore the various relationships and responsibilities that help us to grow and develop in our vocations.

- Exploring Growth with Sacred Art
- Image and Likeness
- Vocation of Love
- Society
- Relationships Build the Kingdom
- The Family in God's Plan
- Friendships
- Social Responsibility
- God Loves Us and Calls Us to Be in Relationship with Him in the Church

- **Unit 2: Church History**

In this unit, we take an in-depth look in to the history of the Church, while exploring its nature and mission.

- The Nature and Mission of the Catholic Church
- Jesus to AD to Present History and Witness of the Saints

- **Unit 3: Morality: The Journey in Christian Living**

In this unit, we take a deep dive into morality. We look at the definition of morality, the importance of freedom and conscience regarding it, and the various laws that teach us how to love. We also look at what it takes to make good decisions and how one can be trapped by sin. Lastly, we examine how God helps us to be holy and what we can do to instill holiness within ourselves.

- Exploring the Morality with Sacred Art
- What is Morality?
- Freedom and Choice: The Human Person
- Conscience and Our Obligation to Form It
- The Ten Commandments
- Jesus Is the Model of Holiness
- Jesus' Teaching on the Ten Commandments
- Jesus Teaches Us to Love

- Jesus Gives Us the Beatitudes
- Elements of a Good Moral Decision
- The Process of Making a Good Moral Choice
- Temptation and the Reality of Sin
- Structure of Sin and Social Sin
- Justification, God's Mercy, and Grace
- Support for Moral Living: Personal Prayer and Openness to the Holy Spirit
- Support for Moral Living: Community, the Sacraments, and the Saints
- **Unit 4: The Citizen and the Government**
In this unit, we look at what it takes to be a worthy citizen and what it means to be a just government. Furthermore, we look at what is required for a nation or a people to declare a Just War.
 - The Citizen and Government
 - Just War
- **Unit 5: God's Plan for Love and Marriage**
In this unit, we learn about the Theology of the Body and touch upon some difficult but important subjects for teenagers. These include how to express love, discussing what are offenses against chastity are and why they are sins, distinguishing between friendship, love, and lust, and trusting in God's grace to assist us in avoiding temptations
 - Exploring the Image of God with Sacred Art
 - Theology of the Body
 - Expressions of Love
 - The Sacrament of Marriage
 - Temptations and God's grace

Curriculum Resources:

- **FORMED** (<https://watch.formed.org/>) You have free access to this website by using your school's email account.
- St. Finn Barr Catholic Church Flocknote
- The Bible Project Team
- The Religion Teacher - Jared Dees
- CTN (Christian Television Network),
- USCCB Readings - Sunday Readings and Homily
- Youtube Christian Catholic videos
- **Mass** - Students attend the Mass in the parish and are expected to listen to the Scripture readings and homily and write reflections about what they learned.

Materials: Journal notebook, pens and art materials

Absence and Homework Policy:

- Homework should always be turned in on time, neat, and complete.
- Check the homework posted on Google Classroom
- Check with a responsible classmate for missing seatwork and tests. Most of the seatwork are not posted on SchoolSpeak.
- Study and schedule a missed test/quiz.
- Check SchoolSpeak for grade updates.
- Full credit for excused absences
- Ten points or 10% drop for everyday the assignment is late.
- Update teacher immediately through email if online assignment is completed.
- **Late work is not accepted after day 5.**
- **Note: Homework assignments or tests may not be provided in advance to students who will be absent from school due to family vacations or travel.**

Grading Policy

You can view your assignments and progress reports on School Speak. To access this information, parents must create a username and password, and enter the student access code provided by the school. I will update grades online on a regular basis. Please contact the school office if you have any questions on the SchoolSpeak website.

- **60% Tests and Projects**

- **30% Tests** - The students are given tests upon completion of the lessons. Students will need to take notes to help them to study in preparation for the examination.
- **30% Projects** - Each grade is assigned to do a community service project to help the students to understand better the importance of helping others and serving their community. I assign a few posters during the year, and the students will need to turn in a **quality poster design** to earn a better grade.

- **40% Classwork and Homework**

- **20% Class Work** - I encourage students to participate in a class discussion about current events that impact our lives. The students should listen to and respect each other when expressing opinions and views concerning faith issues and moral values. The students will receive points if they participate in class discussions and other activities in class.
- **20% Homework** - The students will complete activities and discussion questions in their textbook for seatwork or homework. The students will receive points for journal writing and Gospel reflections. Other assignments will be taken from the other resources I use in class

CONFIRMATION Candidates:

Students who are preparing for the Sacrament of Confirmation are required to:

- **Attend Mass on Sunday** - They will request the priest to sign their Mass cards to show that they have attended the Sunday Mass
 - **Community Service** - They will comply to 40 volunteer hours for community service. All volunteer work must be approved by the Pastor and the Director of Religious Education (DRE). Completion of these volunteer jobs must be turned in by the end of April. Please take pictures and write your volunteer experiences later.
 - **Confirmation Class with the Pastor** - They will attend extra classes after school taught by the Pastor.
- Click for [Volunteer Opportunities](#)

If you have any questions, please feel free to contact me. My email address is

l.patriarca@atfinnbarr.org. You can also call the school's office at 415-333-1800 and leave a message.

Middle School Mathematics 2022-2023

Teacher: Mrs. Patriarca



stfinnbarr  Catholic School

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



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

Grade 6 Source: CA Common Core Standards	Grade 7 Source: CA Common Core Standards	Grade 8 Source: CA Common Core Standards
Ratios and Proportional Relationships * Understand ratio concepts and use ratio reasoning to solve problems. The Number System * Apply and extend previous understandings of multiplication and division to divide fractions by fractions. * Multiply and divide multi-digit numbers and find common factors and multiples. * Apply and extend previous understandings of numbers to the system of rational numbers. Expressions and Equations * Apply and extend previous understandings of arithmetic to algebraic expressions. * Reason about and solve one-variable equations and inequalities. * Represent and analyze quantitative relationships	Ratios and Proportional Relationships * Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System * Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Expressions and Equations * Use properties of operations to generate equivalent expressions. * Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Geometry * Draw, construct and describe geometrical figures and describe the relationships between them. * Solve real-life and mathematical problems involving	The Number System * Know that there are numbers that are not rational, and approximate them by rational numbers. Expressions and Equations * Work with radicals and integer exponents. * Understand the connections between proportional relationships, lines, and linear equations. * Analyze and solve linear equations and pairs of simultaneous linear equations. Functions * Define, evaluate, and compare functions. * Use functions to model relationships between quantities. Geometry * Understand congruence and similarity using physical models, transparencies, or geometry software.

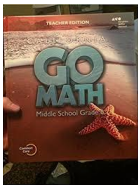
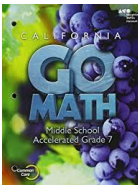
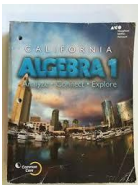
between dependent and independent variables. Geometry * Solve real-world and mathematical problems involving area, surface area, and volume. Statistics and Probability * Develop understanding of statistical variability. * Summarize and describe distributions.	angle measure, area, surface area, and volume. Statistics and Probability * Use random sampling to draw inferences about a population. * Draw informal comparative inferences about two populations. * Investigate chance processes and develop, use, and evaluate probability models.	* Understand and apply the Pythagorean Theorem. * Solve real-world and mathematical problems involving volume of cylinders, cones and spheres. Statistics and Probability * Investigate patterns of association in bivariate data.
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The Eight Standards for Mathematical Practice are:

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

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

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


 6th Grade Text: California GO Math Grade 6	 7th Grade Text: California GO Math Accelerated Grade 7	 8th Grade Text: CA Algebra 1 Analyze.Connect.Explore
Unit 1 Numbers <ul style="list-style-type: none"> • Module 1 Integers • Module 2 Factors and Multiples • Module 3 Rational Numbers 	Unit 1 The Number System <ul style="list-style-type: none"> • Module 1 Adding and Subtracting Integers • Module 2 Multiplying and Dividing Integers • Module 3 Rational Numbers 	Unit 1A Numbers and Expressions <ul style="list-style-type: none"> • Module 1 Relationships Between Quantities • Module 2 Exponents and Real Numbers • Module 3 Expressions
Unit 2 Number Operations <ul style="list-style-type: none"> • Module 4 Operations with Fractions • Module 5 Operations with Decimals 	Unit 2 Ratios and Proportional Relationships <ul style="list-style-type: none"> • Module 4 Ratios and Proportionality • Module 5 Proportions and Percent 	Unit 1B Equations and 1B Functions <ul style="list-style-type: none"> • Module 4 Equations and Inequalities in One Variable • Module 5 Equations in Two Variables and Functions
Unit 3 Proportionality: Ratios and Rates	Unit 3 Expressions, Equations, and Inequalities	Unit 2A Linear Relationships <ul style="list-style-type: none"> • Module 6 Linear


<ul style="list-style-type: none"> Module 6 Representing Ratios and Rates Module 7 Applying Ratios and Rates Module 8 Percents 	<ul style="list-style-type: none"> Module 6 Expressions and Equations Module 7 Inequalities 	<p>Functions</p> <ul style="list-style-type: none"> Module 7 Building Linear Functions Module 8 Modeling with Linear Functions Module 9 Systems of Equations and Inequalities
<p>Unit 4 Equivalent Expressions</p> <ul style="list-style-type: none"> Module 9 Generating Equivalent Numerical Expressions Module 10 Generating Equivalent Algebraic Expressions 	<p>Unit 4 Geometry</p> <ul style="list-style-type: none"> Module 8 Modeling Geometric Figures Module 9 Circumference, Area, and Volume 	<p>Unit 2B Exponential 2B Relationships</p> <ul style="list-style-type: none"> Module 10 Exponential Functions and Equations Module 11 Modeling with Exponential Functions
<p>Unit 5 Equations and Inequalities</p> <ul style="list-style-type: none"> Module 11 Equations and Relationships Module 12 Relationships in Two Variables 	<p>Unit 5 Statistics</p> <ul style="list-style-type: none"> Module 10 Analyzing and Comparing Data Module 11 Random Samples and Populations 	<p>Unit 3 Statistics and Data</p> <ul style="list-style-type: none"> Module 12 Descriptive Statistics Module 13 Data Displays
<p>Unit 6 Relationships in Geometry</p> <ul style="list-style-type: none"> Module 13 Area and Polygons Module 14 Distance and Area in the Coordinate Plane Module 15 Surface Area and Volume of Solids 	<p>Unit 6 Probability</p> <ul style="list-style-type: none"> Module 12 Experimental Probability Module 13 Theoretical Probability and Simulations 	<p>Unit 4 Polynomial Expressions 4 and Equations</p> <ul style="list-style-type: none"> Module 14 Polynomials and Operations Module 15 Factoring Polynomials Module 16 Solving Quadratic Equations
<p>Unit 7 Measurement and Data</p> <ul style="list-style-type: none"> Module 16 Displaying, Analyzing, and Summarizing Data 	<p>Unit 7 Real Numbers, Exponents, and Scientific Notation</p> <ul style="list-style-type: none"> Module 14 Real Numbers Module 15 Exponents and Scientific Notation 	<p>Unit 5 Functions and Modeling</p> <ul style="list-style-type: none"> Module 17 Quadratic Functions Module 18 Piecewise and Absolute Value Functions Module 19 Square Root and Cube Root Functions
	<p>Unit 8 Linear Relationships and Equations</p> <ul style="list-style-type: none"> Module 16 Proportional Relationships Module 17 Nonproportional Relationships Module 18 Solving Linear Equations 	
	<p>Unit 9 Transformational 9</p>	


	Geometry <ul style="list-style-type: none"> Module 19 Transformations and Congruence Module 20 Transformations and Similarity 	
	Unit 10 Measurement Geometry <ul style="list-style-type: none"> Module 21 Angle Relationships in Parallel Lines and Triangles Module 22 Volume The Pythagorean Theorem 	


Textbook: GO MATH 2015

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

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

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

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

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



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



IXL is a web-based learning program that integrates home and school learning via the Internet. The online program helps students enjoy math and review the concepts that were already taught in the classroom. Students have access to Kinder through 12th level math which is helpful for them to review or advance in math. Students engage with interactive questions that adapt to their level of understanding, and learn from their mistakes with specific explanations after every missed question. I encourage parents to support and monitor their child's weekly reports in IXL. The username and password are the same as in previous years.

Materials

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

Classroom Rules and Consequences

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

Attendance

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

Note: Homework assignments or tests may not be provided in advance to students who will be absent from school due to family vacations or travel.

Absence and Homework Policy:

- Homework is posted on Google Classroom
- Homework should always be turned in on time, neat, and complete.
- Study and schedule a missed test/quiz.
- Check SchoolSpeak for grade updates.
- Full credit for excused absences
- Ten points or 10% drop for everyday the assignment is late.
- Update teachers immediately via email, if an online assignment is completed.
- **Late work is not accepted after day 5.**

Grading Policy

Math grades are updated regularly. Teachers use weight categories to calculate the grades each trimester. Students (and parents) can view the grades and progress reports on SchoolSpeak. Please contact the school office if you have any questions accessing the SchoolSpeak.

30% - Module Tests Module tests are important factors in determining mastery of the lessons. Grades will be given based on how efficiently and clearly students have demonstrated the ability to solve the problems. **Students will receive a grade of zero if he/she is caught cheating or Googling for answers online.**

30% Projects/Quizzes - To deepen students' understanding of math, projects are assigned so students can relate to how math is applied in the real world. The projects should be neat, legible, and organized to earn a better grade. Occasionally, the students will be given short tests or pop quizzes to check students' understanding of the lessons.

20% Class Work/Participation (Worksheets)- The students are required to take legible notes. The notebook must be neat and organized.

20% Homework (IXL.com, HRW.com.) Homework assignments are imperative because they are opportunities for students to study independently and apply the concepts they have learned in the classroom. It is the responsibility of the students to complete the assignments and tests before the due date, otherwise, they **will lose access** to the online assignments.

Googling for answers online or copying homework from other students is cheating and not learning at all! If caught, students will receive a grade of zero.

- **Communication -** We work as a team and communication is the key to having a successful year for your child. Below are ways to support your child in their studies.
 - **Email** - If your child has any questions, concerns, and/or problems, please have them email me.
 - **SchoolSpeak** - Let your child check his/her grades on SchoolSpeak regularly.
 - Feel free to email me at L.patriarca@stfinnbarr.org or call the school office at 415-333-1800 and leave a message.

Let us work and pray together to make this year a success for us all. God bless you!

Language Arts

Course Description

Welcome to Middle School Language Arts! Our focus this year will be developing our skills as critical thinkers, readers, writers, speakers and listeners. Through studying literature, vocabulary, grammar, the writing process and more, we will work together to build our language skills and our confidence in reading and writing! I hope you're as excited about this journey as I am.

Classroom Expectations

1. RESPECT yourselves, others, and school property.
2. Arrive on time, ready to work. This includes being prepared with all necessary supplies.
3. Put proper headings on your paper. No name papers will not be graded.
4. All SFB rules and policies are to be followed in the Language Arts classroom.

Assignments

Class Website: Class assignments and agendas will be posted on our Google Classroom. The site will contain assigned work, PDF copies of class handouts, important announcements, etc. Please bookmark the site and check it daily.

School Speak: Grades can be accessed here. If you receive a missing assignment notification in your email, please check School Speak for more information. "Pending" assignments are a reminder that an assignment still needs to be turned in, but it does not affect your grade until it is input at "Missing". You should check School Speak at least once a week, rather than waiting for your progress report. Additionally, if you are getting below a C, both you and your parents will be notified. If you need support in pulling your grade up, please reach out to me.

What happens if I turn in an assignment late?

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

Grading Policy

Grade Scale

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

Grade Breakdown

Assessments/ Quizzes= 30%

Classwork (Including student notebooks), Homework = 40%

Participation= 10%

AR Reading (Reading Logs and AR Points)= 20%

Reading outside of class

Reading: All students are expected to read independently on a daily basis for 20 minutes. Students must bring a book within their ZPD range (assigned according to the STAR test) to school to read. Students are expected to meet their individual AR Goals each Trimester by reading AR Books and take the corresponding Accelerated Reader test. AR Goals are generated by STAR test results. Additionally, students will track their reading minutes on a weekly Reading Log.

AR Tests: Each trimester, students will receive an AR goal, generated by the STAR test. Students are responsible to meet this goal by reading AR books and taking AR tests at school. Students may take AR tests by appointment with Mrs. C or during free time. Students will receive a grade for completion of their AR Reading Goals. For example, if a student completes 80% of their reading goal, they will earn an 80% for the assignment "AR Reading Goal" at the end of the trimester. Parents and students may check AR Goal status by emailing Mrs. C or by logging into the AR system at school.

Writing

Daily Writing Pieces: These are daily writing activities students will complete to assist comprehension of what we are reading. These will be graded for completion. This will include journal entries, quickwrites, and responses to literature.

Formal Writing Pieces: These are essays and other writing projects that students will complete on their Google Drive accounts. Numerous formal writing pieces will be completed throughout the year (at least one per quarter).

Language Arts Notebook

The Language Arts Notebook is a portfolio of student work. A college-ruled composition book or spiral notebook will be used for the notebook. 40% of the ELA grade is based on CLASSWORK AND HOMEWORK, which includes the notebook. The majority of classwork, notes, and vocabulary will be completed in the notebook, so you **MUST** bring it to class every day.

Support with Language Arts

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

8th Grade Science Syllabus

Welcome to Middle School Science!

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

Grade 8 Course Overview

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

Unit 1: Electromagnetic Force

Unit 2: Heredity and Adaptation

Unit 3: Waves

Unit 4: Gravity and Kinetic Energy

Classroom Instructional Strategies

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

Your Science Notebook

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

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

Attendance, Absences and Late Assignments

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

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

Please note: We will be doing many in-class lab investigations that provide critical information and exploration for each unit. It is imperative that students are in class for these lab investigations. The information that you will learn during these investigations will be assessed on response sheets and tests. *It is your responsibility to ask for and make up any missing work.*

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

Grading Policies

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

Grades will be based on the following:

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

Lab Participation and Safety

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

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

Classroom Expectations

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

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

I am looking forward to a great year with you in Science!

7th Grade Science Syllabus

Welcome to Middle School Science!

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

Grade 7 Course Overview

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

Unit 1: Populations and Ecosystems

Unit 2: Chemical Interactions

Unit 3: Earth History

Classroom Instructional Strategies

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

Your Science Notebook

You are expected to keep a Science Notebook. The Science Notebook is a professional collection of all work completed by you during this year in science. Within each unit studied, there

will be a collection of activities, labs, reflections, projects, and information. A specific format for setting up the notebook will be modeled and reinforced in class.

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

Attendance, Absences and Late Assignments

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

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

Please note: We will be doing many in-class lab investigations that provide critical information and exploration for each unit. It is imperative that students are in class for these lab investigations. The information that you will learn during these investigations will be assessed on response sheets and tests. *It is your responsibility to ask for and make up any missing work.*

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

Grading Policies

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

Grades will be based on the following:

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

Lab Participation and Safety

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

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

Classroom Expectations

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

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

I am looking forward to a great year with you in Science!

6th Grade Science Syllabus

Welcome to Middle School Science!

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

Grade 6 Course Overview

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

Unit 1: Weather and Water

Unit 2: Diversity of Life

Unit 3: Human Systems Interactions

Classroom Instructional Strategies

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

Your Science Notebook

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

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

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Please note: We will be doing many in-class lab investigations that provide critical information and exploration for each unit. It is imperative that students are in class for these lab investigations. The information that you will learn during these investigations will be assessed on response sheets and tests. *It is your responsibility to ask for and make up any missing work.*

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I am looking forward to a great year with you in Science!

8th Grade Social Studies Syllabus

2021-2022

Overview

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

Goals

The goal of the course is to engage students' interest through group work, student-led discussions, and activities that will help them reach a level of mastering new concepts in United States History so they can participate in meaningful conversation and be prepared for high school history courses. There will be a strong focus on connecting systems and institutions constructed in the past, and how they relate to our present day.

Requirements

Eighth graders will complete the following units (some units shortened to accommodate time) by participating in readings, discussions, activities, and assessments:

Unit 1: Our Colonial Heritage

Unit 2: Revolution in the Colonies

Unit 3: Forming a New Nation

Unit 4: Launching the New Republic

Unit 5: An Expanding Nation

Unit 6: Americans in the Mid-1800s

Unit 7: The Union Challenged

Unit 8: Migration and Industry

Unit 9: A Modern Nation Emerges

Notes

Students may use the TCI online portal, printed worksheets, or take notes over any given lesson. Students may only choose one of the prior choices per Unit. Once we start a new unit, students may choose if they'd like to continue with either TCI online, worksheets, or notes. Notes/worksheets will be turned in on assessment days to Ms. Anna and graded at the end of each chapter and or unit

In Class Assignments/Homework

In class assignments and projects are given to reinforce lessons that are taught in class. The student will be given time to complete assignments and projects in class. However, if the student does not finish the assignment/project in class, the assignment/project will need to be completed at home. Homework will be written on the board and it is the responsibility of the student to copy the assignments in the school planner.

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

Grading Policy

Assignments and projects are graded based on the quality of content and the amount of effort put forth by the student(s). You can view your scores, progress reports, and report cards on School Speak. To access this information, parents must create a username and password, and enter the student access code provided by the school. I will update grades online on a regular basis.

Grading Scale:

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

Grades are based on the following categories:

35% assessments/participation

30% class work/homework

35% projects

7th Grade Social Studies Syllabus

2021-2022

Overview

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

Goals

The goal of the course is to engage students' interest through group work, student-led discussions, and activities that will help them reach a level of mastering new concepts in Medieval History so they can participate in meaningful conversation.

Requirements

Seventh graders will complete the following units by participating in readings, discussions, activities, and evaluations. Some chapters might be shortened for time:

Unit 1: Europe During Medieval Times

Unit 2: Islam in Medieval Times

Unit 3: The Culture and Kingdoms of West Africa

Unit 4: Imperial China

Unit 5: Japan During Medieval Times

Unit 6: Civilizations of the Americas

Unit 7: Europe's Renaissance

Unit 8: Europe Enters the Modern Age

Notes

Students may use the TCI online portal, printed worksheets, or take notes over any given lesson. Students may only choose one of the prior choices per Unit. Once we start a new unit, students may choose if they'd like to continue with either TCI online, worksheets, or notes. Notes/worksheets will be turned in on assessment days to Ms. Anna and graded at the end of each chapter and or unit

In Class Assignments/Homework

In class assignments and projects are given to reinforce lessons that are taught in class. The student will be given time to complete assignments and projects in class. However, if the student does not finish the assignment/project in class, the assignment/project will need to be completed at home. Homework will be written on the board and it is the responsibility of the student to copy the assignments in the school planner.

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

Grading Policy

Assignments and projects are graded based on the quality of content and the amount of effort put forth by the student(s). You can view your scores, progress reports, and report cards on School Speak. To access this information, parents must create a username and password, and enter the student access code provided by the school. I will update grades online on a regular basis.

Grading Scale:

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

Grades are based on the following categories:

35% assessments/participation

30% class work/homework

35% projects

6th Grade Social Studies Syllabus

2021-2022

Overview

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

Goals

The goal of the course is to engage students' interest through group work, student-led discussions, and activities that will help them reach a level of mastering new concepts in Ancient World History and geography so they can participate in meaningful conversations.

Requirements

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

Big History Project: Time and Scale

Geography Unit

Unit 1: Early Humans and the Rise of Civilization

Unit 2: Ancient Egypt and the Middle East

Unit 3: Ancient India

Unit 4: Ancient China

Unit 5: Ancient Greece

Unit 6: Ancient Rome

Notes

Students may use the TCI online portal, printed worksheets, or take notes over any given lesson. Students may only choose one of the prior choices per Unit. Once we start a new unit, students may choose if they'd like to continue with either TCI online, worksheets, or notes. Notes/worksheets will be turned in on assessment days to Ms. Anna and graded at the end of each chapter and or unit

In Class Assignments/Homework

In class assignments and projects are given to reinforce lessons that are taught in class. The student will be given time to complete assignments and projects in class. However, if the student does not finish the assignment/project in class, the assignment/project will need to be completed at home. Homework will be written on the board and it is the responsibility of the student to copy the assignments in the school planner.

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

Grading Policy

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

Grading Scale:

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

Grades are based on the following categories:

35% participation/assessments

30% class work/homework

35% projects

8th Grade Spelling and Vocabulary Syllabus

Overview

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

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

Students will also complete supplementary work on the program Lexia, which reinforces vocabulary usage and comprehension in reading and writing.

Goals

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

Requirements

Students will complete the following units and chapters in Spelling:

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

Spelling and Vocabulary Syllabus

Spelling Notebook

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

Spelling Tests

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

Flocabulary Packet

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

Grading Policy

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

Grading Scale:

A	96% - 100%	B-	84% - 86%	D+	67% - 69%
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B	87% - 90%	C-	70% - 73%	F	59% and below

Grades are based on the following categories:

35% tests/quizzes

35% projects

30% class work

7th Grade Spelling and Vocabulary Syllabus

Overview

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

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

Students will also complete supplementary work on the program Lexia, which reinforces vocabulary usage and comprehension in reading and writing.

Goals

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

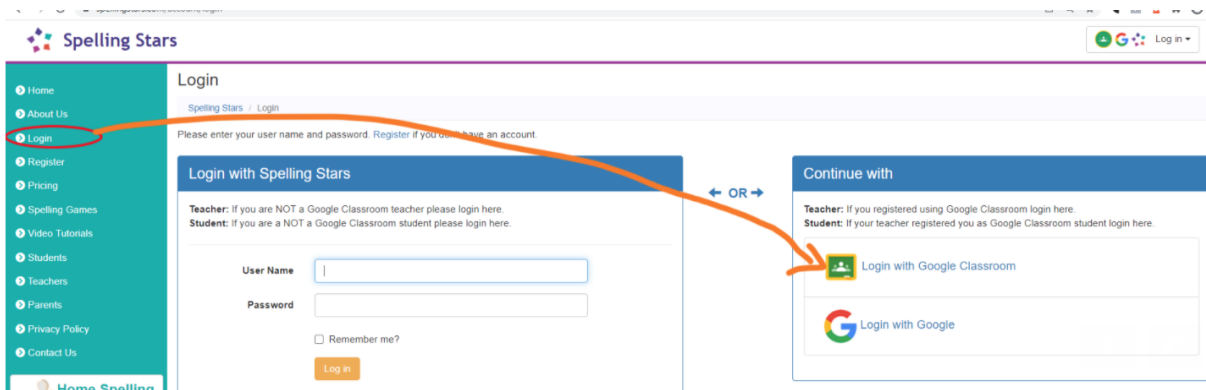
Spelling and Vocabulary Syllabus

Website: (www.spellingstars.com)

The students will use Spelling Stars to learn their spelling words. It is an online spelling program designed for school use. Students can take tests, practice spelling, and play spelling games from school, home, or anywhere with an Internet connection. Tests and Pre-Tests are graded automatically and stored in easy to view report for teachers and students. Parents can also track student test scores by logging into their student's account. Spelling Stars makes spelling easy and fun!

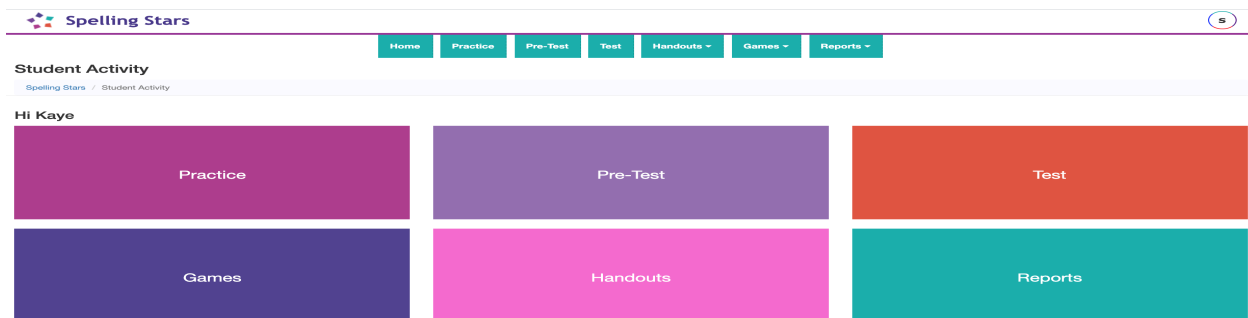
LOGIN Directions

When students access Spelling Stars website, they can either type their username and password or log in with Google Classroom.



STUDENT HOMEPAGE

After logging in, the students can choose one of the tabs to either practice the words of the week, play games using the words, take a pre-test, test, or see their score reports.



Spelling Games

The students will have an opportunity to play ten different games. Each game helps the student learn through gamification. Each game has a purpose.



- ❖ **Word Search** is a fun way for students to focus on recognizing their spelling words.

- ❖ **Our Fill-in-the-Blank** requires the student to fill in the missing letters.
- ❖ **Spelling Soup** gives the student limited time to recognize the correctly spelled word.
- ❖ **Word Scramble** has the student focus on trying to get the letters in the right order.
- ❖ **Fish Hook** is a hangman style game that allows the student to save the fish when the student selects the right letters.
- ❖ **Spelling Memory Game** is always a favorite because students have fun finding the right word matches.
- ❖ **Herman's Mouse Maze** requires the student to spell each word correctly to eat the cheese to continue to the end of the maze.
- ❖ **Word Chopper** is perfect for students who want to work on whittling away at their spelling lists. If they spell a word wrong, the word goes back into the queue to spell again.
- ❖ Lastly, **Bink Bonk** lets the student play their way through the spelling game by having to spell each word's right to win.

Spelling Practice

After tapping on the practice menu, the students will see the word lists that have been uploaded for them to practice. During the practice session, students can choose to show or hide the spelling word while it is spoken to them. If the word is misspelled three times, the correct spelling will be revealed.

Spelling Tests

Spelling Stars online spelling tests are built for easy use by the students. Once students complete the test, it is automatically graded, and reports are stored in the system

Students will complete the following lessons in Spelling.

CHAPTER 1 – GETTING LETTERS INCORRECT ORDER
 CHAPTER 2 – ONE CONSONANT OR TWO?
 CHAPTER 3 – WORDS WITH DIGRAPHS
 CHAPTER 4 - GREEK WORD PARTS
 CHAPTER 5 - IRREGULAR PLURALS
 CHAPTER 6 - REVIEW
 CHAPTER 7 - WORDS WITH NO SOUNDS
 CHAPTER 8 - RELATED WORDS 1
 CHAPTER 9 - LATIN ROOTS 1
 CHAPTER 10 - SUFFIXES: -AGE, -ISM, -URE
 CHAPTER 11 - COMPOUND WORDS
 CHAPTER 12 - REVIEW
 CHAPTER 13 - DIRECTIONAL PREFIXES
 CHAPTER 14 - RELATED WORDS 2
 CHAPTER 15 - LATIN AND GREEK WORD PARTS 1
 CHAPTER 16 - EASILY CONFUSED WORDS
 CHAPTER 17 - WORDS FROM MANY CULTURES 1
 CHAPTER 18 - REVIEW

CHAPTER 19 - UNUSUAL LETTER COMBINATIONS
 CHAPTER 20 - LATIN AND GREEK WORDS PARTS 2
 CHAPTER 21 - SUFFIXES: -ABLE, -IBLE, -ANCE, -ENCE
 CHAPTER 22 - ONE WORD OR TWO?
 CHAPTER 23 - HOMOPHONES
 CHAPTER 24 - REVIEW
 CHAPTER 25 - SUFFIXES: -OUS, -MENT, -NESS
 CHAPTER 26 - LATIN ROOTS 2
 CHAPTER 27 - PREFIXES: ANTI-, INTER-, INTRA-, PRO
 CHAPTER 28 - VOWELS IN UNSTRESSED SYLLABLES
 CHAPTER 29 - USING JUST ENOUGH LETTERS 5 0
 CHAPTER 30 - REVIEW
 CHAPTER 31 MULTISYLLABIC WORDS
 CHAPTER 32 RELATED WORDS 3
 CHAPTER 33 LATIN ROOTS 3
 CHAPTER 34 PREFIXES de-, dis-, non-, un-
 CHAPTER 35 UNUSUAL SPELLINGS
 CHAPTER 36 REVIEW

Flocabulary Packet

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terms and definitions before practicing various ways to use the words. Flocabulary is introduced on Wednesdays and assignments are due on Fridays.

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Grades are based on the following categories:

35% tests/quizzes

35% projects

30% class work

6th Grade Spelling and Vocabulary Syllabus

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

Overview

Correct spelling is an academic asset. Good spellers express their ideas more easily and completely than poor spellers and can devote more of their attention to constructing meaning. Beyond classroom experiences, the ability to spell correctly is a skill that will benefit students throughout life. Whenever words are written and exchanged, no matter how brief the message, the reader may be influenced by the writer’s spelling -- or misspelling.

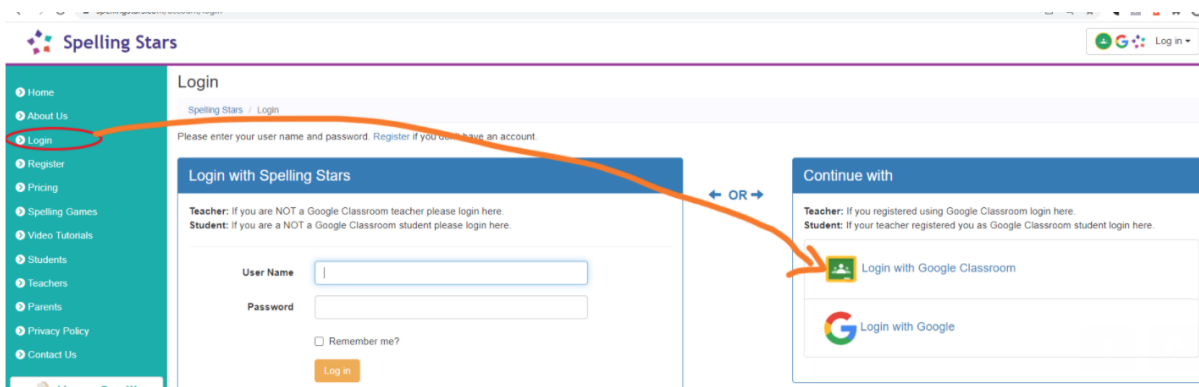


Website: (www.spellingstars.com)

This year the students will use Spelling Stars to learn the spelling words. Spelling Stars is an online platform designed for school use. Students can take tests, practice spelling, and play spelling games from school, home, or anywhere with an Internet connection. Tests and Pre-Tests are graded automatically and stored in easy to view reports for teachers and students. Parents can also track student test scores by logging into their student's account.

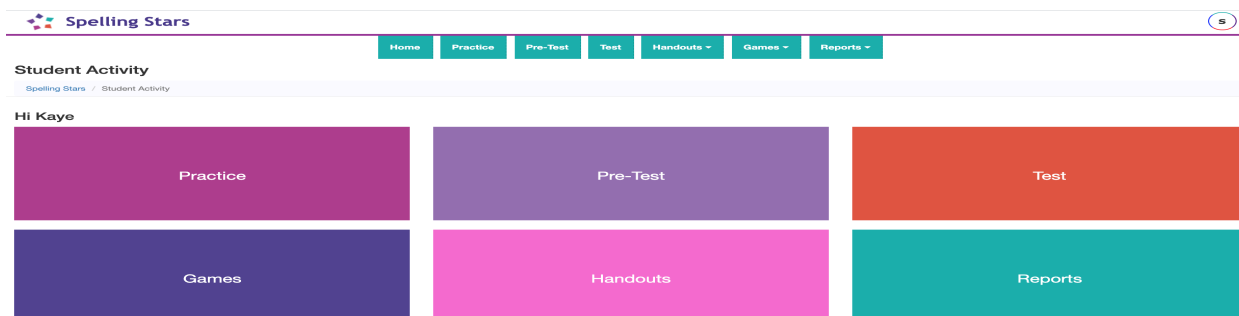
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Spelling Games

The students will have an opportunity to play ten different games. Each game helps the student learn through gamification. Each game has a purpose.

Educational Online Spelling Games for Kids



- ❖ **Word Search** is a fun way for students to focus on recognizing their spelling words.
- ❖ **Our Fill-in-the-Blank** requires the student to fill in the missing letters.
- ❖ **Spelling Soup** gives the student limited time to recognize the correctly spelled word.
- ❖ **Word Scramble** has the student focus on trying to get the letters in the right order.
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Grading Policy

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

Grades are based on the following categories:

60% Tests

40% Classwork

6th Grade Religion

Teacher: Mrs. Ula

OVERVIEW & PURPOSE

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

EDUCATION STANDARDS

1. The Common Core ELA standards for reading, writing, speaking and listening, and language

2. Archdiocese of San Francisco Religious Education Curriculum Standards for Gr. 6

OBJECTIVES

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

MATERIALS NEEDED

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

OVERVIEW OF UNIT

1. UNIT 1 → We Answer God's Call
2. UNIT 2 → God Saves and Delivers Us
3. UNIT 3 → God Invites Us Into His Kingdom
4. UNIT 4 → God Reminds Us to Do His Will
5. UNIT 5 → God Promises Us Everlasting Life

GRADING POLICY

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

