2017-2018 8th Grade
MYP Combined Syllabus

WELCOME TO 8th GRADE!

This document is serving to provide key information about 8th grade! You will also find specific class information about Language & Literature, Science, Art, US History, Math, Languages, PE, and Design.

8th Grade Team Staff!

Group 1	*Language & Literature*	**Group 5**	*Mathematics*
M1.20	Rachelle Cameron r.cameron@mwschool.org	M1.03 H 1.12	Elaine Fowler e.fowler@mwschool.org Shaimaa Zayan s.zayan@mwschool.org
Group 2	*Language Acquisition*	**Group 6**	*Art*
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Group 3	*Individuals & Societies*	**Group 7**	*Physical & Health Education*
Room M119	Eileen Roybal Email: e.roybal@mwschool.org	M Gym	Jackie Dracoulis j.dracoulis@mwschool.org
Group 4	*Sciences*	**Group 8**	*Design*
M1.33	Laura Thomas l.thomas@mwschool.org	M1.28	Chris Fancher c.fancher@mwschool.org

Most information can be found on ManageBac, but please refer to this document and/or email teachers with any further questions!

MIDDLE SCHOOL OPEN HOUSE 2017
Monday, August 28 6:00-8:00

In all classes:

Methods of Assessment

A wide variety of assessments are used to gauge the conceptual understanding of students. These assessments can be formative or summative tasks. Assessments are viewed as a continuous process that allow students, parents and teachers to have the best and most accurate information about student achievement. Students' letter grade will be calculated using the following percentages: Formative (50%), and Summative(50%).

- Summative Assessment deadlines will be communicated a minimum of one week in advance to allow students to understand the assessment criteria.
- All summative grades will be graded on an MYP rubric.

Grading:

50% Formative (all graded work leading up to the summative assessment, such as warm ups, general classwork, progress checks, quizzes, etc)

50% Summative (Major Projects and Tests); Students should expect to have a major grade by the fourth week of a quarter, with at least two major assessments each quarter.

In each class, there will be, on average, one formative grade per week and 2-3 summative grades entered per quarter. The first summative grade will be complete before progress reports.

In ManageBac:

A minimum of four MYP grades will be documented in ManageBac in each course, two per semester.

In TexEIS Gradebook:

- If a student does not turn in an assignment, an M will be placed in the gradebook. This allows the student and parent to understand that work is missing.
- If a student is excused from an assignment, it will be noted in the gradebook.
- If the student's work is incomplete or needs attention/cannot be assessed, an I will be placed in the gradebook.
- The online TexEIS gradebook will be updated weekly.

Homework:

- Homework will be strategically designed to last from 15-25 minutes per assignment.
- Homework is meaningful and supports classroom learning.
- Homework will be given but you will not see it every day in every class.

Major Grade Retake:

If a student scores below a 70% on a major grade, students will have an opportunity to retest or redo major grades for up to a 70%. Students must work with the teacher to relearn the material or master the necessary skills before they retest or redo the assignment or test. This means at least one tutorial or saturday opportunity school session must take place prior to the retest.

Late Work:
For graded work turned in late, 10 points will be deducted from the assignment per school day; however, after the fourth day, students cannot earn higher than a 50 with a possibility of required Saturday school attendance for chronic late work. Assignments that are based on class participation or completion may not be accepted late. If a student is absent, they cannot be penalized for missing participation grades.

Academic Honesty:
Meridian School's Academic Honesty Policy is based on the idea that true learning is built on honesty and integrity. Students who commit themselves to upholding this policy will learn principles that will last beyond their middle and high school years.
If a teacher suspects that a student has not been principled in the completion of academic work, the student's exam, test, quiz, or assignment will be collected by the teacher and given to the assistant principal for investigation. If it is determined that the student committed academic dishonesty, he/she may redo the assignment for a grade of up to 70% and the student may be required to serve a 3-hour Saturday detention.

For additional information or clarification, please look at the Meridian Handbook.

Visual Arts

Teacher: Lacy Vain
Email: l.vain@mwschool.org

Conference Period: 1st period / 6th period
Tutorial Times: Tuesday 7:45am - 8:15am
Thursday 4:05pm - 4:45pm

Course Description:

This visual arts course covers concepts of design with emphasis on the development of technique, craftsmanship and composition. The class curriculum will focus on art production, integrating art history and art criticism. Students will use a variety of materials to create 2-dimensional and 3-dimensional projects. Materials will include graphite and color pencil, ink, oil pastels, clay, watercolor and acrylic paints.

The aims of MYP Visual Art:

-create and present art
-develop skills specific to the discipline
-engage in a process of creative exploration and (self-)discovery
-make purposeful connections between investigation and practice
-understand the relationship between art and its contexts
-respond to and reflect on art
-deepen their understanding of the world.

These objectives define what the student will be able to accomplish at the end of the course. These are also the MYP assessment criteria for the course.

1. Knowing and understanding – Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyze and communicate in specialized language.

2. Developing Skills – The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization, the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process **and** product.

3. Thinking Creatively – The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

4. Responding – Students respond to their world, to their own art and to the art of others. Art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

Materials needed:

Hardcover sketchbook, drawing pencil set (4B, 2B, HB, 2H), colored pencils, White Latex-Free Plastic eraser

Science

Teacher: Laura Thomas
Email: l.thomas@mwschool.org

Conference Periods: 4th, 8th periods
Tutorials: Monday 4:00-4:30 pm
Wednesday 7:40-8:20 am

Course Description:

Our class objective is to have an exemplary year exploring science using the Texas Essential Knowledge and Skills (TEKS) and the MYP IB framework as our guide. This course will cover science topics that include scientific investigations, biology and ecology, physics, chemistry, astronomy, meteorology and geological science.

In this class, students will learn the process of a formal lab write up, critical thinking skills, lab procedures and analytical skills, along with ATL and scientific skills. Students will learn through a variety of methods and challenges. Projects enable students to have choices in products as well as make connections with other academic disciplines.

Science class is a unique learning environment that allows students to embrace the discipline with hands-on opportunities. I work very hard to provide a learning environment that is both engaging and safe. Students are taught lab safety skills and are expected to follow these rules as well as lab procedures, at all times. If at ANY time I feel that a student is not following procedures or other safety rules, they may be pulled from the lab setting. After repeated infractions, there may be academic and disciplinary consequences. On this same note, backpacks will not be allowed in the science lab area for safety reasons.

The aims of MYP sciences are to encourage and enable students to:

• understand and appreciate science and its implications

• consider science as a human endeavour with benefits and limitations

• cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments

• develop skills to design and perform investigations, evaluate evidence and reach conclusions

• build an awareness of the need to effectively collaborate and communicate

• apply language skills and knowledge in a variety of real-life contexts

• develop sensitivity towards the living and non-living environments

• reflect on learning experiences and make informed choices

The objectives for this course state the specific targets that are set for learning in the visual arts. They define what the learner will be able to accomplish at the end of the course. These are also the MYP assessment criteria for the course.

1. Knowing and Understanding - Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments. In order to reach the aims of sciences, students should be able to explain scientific knowledge. The application of scientific knowledge is used to solve problems set in familiar and unfamiliar situations. Students will also learn how to analyze and evaluate information to make scientifically supported judgments.
2. Inquiry and Designing - Intellectual and practical skills are developed through designing, analyzing and performing scientific investigations. Students will explain a problem or question to be tested by a hypothesis. Students will explain how to manipulate the variables, and explain how data will be collected.
3. Processing and Evaluating - Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences helps students to develop analytical thinking skills, evaluate the validity of a hypothesis based on the outcome of the scientific investigation, which they can use to evaluate the method and discuss possible improvements or extensions.
4. Reflecting on the Impacts of Science - Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science. Students must reflect on the implications of using science, interacting with one of the following factors: moral, ethical, social, economic, political, cultural or environmental, as appropriate to the task.

Need to know what is going on in science class?

If you have any questions or concerns at any time during the course please contact me by e-mail at l.thomas@mwschool.org. Please also visit my classroom on two platforms, my website, http://www.flippedoutscience.com/ and the school's ManageBac program.

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Algebra 1 Syllabus

Teacher: Elaine Fowler Conference Period: Period 3
Email: e.fowler@mwschool.org Tutorial Times: T 7:45-8:20, Th 4:05-4:45

Teacher: Shaimaa Zayan Conference Period:
Email: s.zayan@mwschool.org Tutorial Times:

Course Description:
The Algebra I course will focus on developing basic Algebra skills in such a way that students will connect their learning to real life and other disciplines. Concepts such as linear and quadratic functions will be taught and practiced in the context of real life, stressing holistic learning, intercultural awareness, and communication. The curriculum will emphasize use of correct vocabulary and proper notation. Students will be encouraged to build up the characteristics of the IB learner profile in themselves as they enter the realm of abstract mathematics.

The aims of MYP mathematics courses are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

The objectives for this course state the specific targets that are set for learning in mathematics. They define what the learner will be able to accomplish at the end of the course. These are also the MYP assessment criteria for the course.

1. Knowing and understanding Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches (number, algebra, geometry and trigonometry, statistics and probability).

2. Investigating patterns Students work through investigations to become risk-takers, inquirers and critical thinkers.

3. Communicating Students use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

4. Applying mathematics in real-life contexts Students transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

Materials and Resources

- composition notebook OR spiral
- writing utensil - pencil or black pen
- adhesive - tape, bottle of glue, glue stick, or rubber cement
- colored pencils

Contact Information If you have any questions or concerns at any time during the course please email Ms. Fowler at e.fowler@mwschool.org or Ms. Zayan at s.zayan@mwschool.org. Please also visit my classroom on ManageBac. Along with a copy of this syllabus, projects, handouts, terms, photographs and other vital information for this course are located on ManageBac.

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Spanish 1B

COURSE DESCRIPTION:

Spanish 1B is the second half of a two-year program in which students engage in the three areas of communication (oral, visual and written) through a range of activities. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, students build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present, past and future tense, and simple explanations. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

In MYP Language Acquisition, there are 10 aims that shape how students experience the course:

· Gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage

· Develop a respect for, and understanding of, diverse linguistic and cultural heritages

· Develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes

· Enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication

· Enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning

· Enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy

· Enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components

· Offer insight into the cultural characteristics of the communities where the language is spoken

· Encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities

· Foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

The objectives for this course state the specific targets that are set for learning in language acquisition. They define what the learner will be able to accomplish at the end of the course. These are also the MYP assessment criteria for the course.

· · Comprehending spoken and visual text - Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

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· · Comprehending written and visual text - Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

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· · Communicating in response to spoken and/or written and/or visual text - In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on **a range of topics of personal, local and global interest and significance**, and responding to **spoken, written and visual text in the target language**.

· · Using language in spoken and/or written form - This objective relates to the correct and appropriate use of the **spoken and written target language**. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

DAILY ORAL PARTICIPATION

Our goal will be for all of us to speak as much Spanish as possible during class time. You will have many opportunities to participate and will be encouraged to speak in Spanish with the teacher AND with your peers. At the end of each class, you will use a rubric to rate your own oral participation for that day. Your daily ratings will be totaled up and used as a formative assessment grade every three weeks.

USE OF TRANSLATORS IN THE FOREIGN LANGUAGE CLASSROOM:

The use of a translator is strictly prohibited in the foreign language classrooms and will be considered a violation of the Meridian Honor Code. This includes electronic devices as well as use of a native speaker. Online and handheld dictionaries **are** permitted for one-word queries. Students whose work exhibits evidence of use of a translator will be required to re-do the entire assignment under the teacher's supervision for a maximum grade of 70.

CELL PHONE POLICY:

Cell phones may be used in the classroom with explicit permission from the teacher. Phones and other electronic devices should either be in the student's locker or in the pocket holder in the classroom. They may not be in backpacks or on tables. If the student chooses to bring his/her phone to the classroom, it must be placed in the pocket holder.

First offense: Phone will be taken for the day

Second offense: A discipline referral will be written

Third offense: A referral and detention

QUIZLET AND CONJUGUEMOS:

I will post flashcards for each of our lessons on www.quizlet.com. Quizlet is great tool to help you study your Spanish vocabulary on your computer, smartphone or tablet. Please go to the following link to join my Spanish 1B page https://quizlet.com/join/AH9VwEtRc

Conjuguemos is a website to practice conjugating and other grammar skills we are learning. A link to my conjuguemos website will be given to the students in class.

CLASSROOM PROCEDURES and EXPECTATIONS:

- **Preparation for class**: Begin working on the warm up immediately after sitting at your assigned seat.
- **Pop Quizzes**: There will be pop quizzes in this class. They will cover material we have learned in class and will count towards the formative percentage of your grade.
- **Off limits**: My desk, bookshelf, and all items on each are off limits to all students at all times.
- **"Denme cinco**:" When I say "denme cinco" ("give me five"), all students are expected to stop their work, show me their hand (five fingers), and wait for me to give further instruction.
- **Hoja Dorada**: The gold sheets used to keep track of oral participation are kept in folders. One student will pass these folders out at the beginning of class. At the end of class, students will grade their oral participation, have a classmate sign their paper for accountability, and return their folders to the box at the back of the room. Graded assignments and tests will be handed back in these folders at the beginning of the class. When folders are returned at the end of class, all materials should be removed from the folder except the hoja dorada.
- **Heading for all papers**

Your full name (first and last)

The date in Spanish (9 de agosto 2017)

The class you are in (Español 1B)

- **Tardies:** If the classroom door is closed when you arrive, you are tardy.
- **Dismissal:** You must wait until I dismiss you to pack up and leave class

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French 1B

Virginie Gentillet | Tutorials: Tuesdays and Thursdays 7:40-8:20am

Lisa Gustavson

Text: *Discovering French Nouveau!* Holt McDougal.

COURSE DESCRIPTION:

French 1B is the second half of a two-year program in which students engage in the three areas of communication (oral, visual and written) through a range of activities. The teacher concentrates on each of the macro-skills of language – listening, speaking, reading, writing and viewing and provides ample opportunities to practice and develop these skills. Students explore France and the distinctive French-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of French, students build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple question and answering, simple descriptions of people and things, simple narration in the present, past and future tense, and simple explanations. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

In MYP Language Acquisition, there are 10 aims that shape how students experience the course:

- Gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- Enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- Enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- Enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- Enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- Offer insight into the cultural characteristics of the communities where the language is spoken
- Encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- Foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

The objectives for this course state the specific targets that are set for learning in language acquisition. They define what the learner will be able to accomplish at the end of the course. These are also the MYP assessment criteria for the course.

- Comprehending spoken and visual text - Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

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· · Comprehending written and visual text - Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

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· · Communicating in response to spoken and/or written and/or visual text - In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on **a range of topics of personal, local and global interest and significance**, and responding to **spoken, written and visual text in the target language**.

· · Using language in spoken and/or written form - This objective relates to the correct and appropriate use of the **spoken and written target language**. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges,

social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

EXTRA CREDIT

Throughout the year, you will have the opportunity to earn Euros for showing that you are going above and beyond in participating, or for having the highest team score during a game. When an assessment (quiz or test) is handed back, you will be able to trade up to 5 Euros for up to 5 points of extra credit on that assessment.

QUIZLET:

I will post flashcards for each of our lessons on www.quizlet.com. Quizlet is great tool to help you study your French vocabulary on your computer, smartphone or tablet. Please go to the following link to join my French 1B page https://quizlet.com/join/AH9VwEtRc

Extra credit will be awarded on quizzes for students who fully complete any 4 of the 6 Quizlet games for each vocabulary set.

USE OF TRANSLATORS IN THE FOREIGN LANGUAGE CLASSROOM:

The use of a translator is strictly prohibited in the foreign language classrooms and will be considered a violation of the Meridian Honor Code. This includes electronic devices as well as use of a native speaker. Online and handheld dictionaries **are** permitted for one-word queries. Students whose work exhibits evidence of use of a translator will be required to re-do the entire assignment under the teacher's supervision for a maximum grade of 70.

MATERIALS:

- 11X9 notebook – 150 sheets
- 1" binder
- Ear buds
- A pen (black) and pencil
- Blue and pink highlighters
- Markers or colored pencils
- Glue and scissors
- One dry erase marker

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<u>Physical Eduation</u>

Coach Dracoulis
j.dracoulis@mwschool.org
512-660-5230
Gym/Auxiliary Rm.

Tutoring: During advisory by appointment when needed

PE Supplies:

Combination Lock
Small PE Bag for Clothes - (Ex. Drawstring bag)
PE Uniform

Course Description:
Our mission as PE teachers is to facilitate students in improving their quality of life through regular physical activity. This will be accomplished by using a student-centered approach while teaching the psychomotor, cognitive, and affective aspects of physical fitness and demonstrating personal responsibility in all areas of the curriculum.

Dressing Out
Students in secondary PE classes are expected to dress out in every class period for a major grade unless told otherwise by your coach. This promotes freedom of movement, safe participation, and builds a good hygienic practice. Students should have running type shoes (NOT flat shoes such as Vans or Converse). Should a student have any special needs, they should see me to make arrangements. Students will be expected to dress out even with a sick or injured note from parent. Please refer to the Meridian Dress Code Page on www.mwschool.org.

Locks and Lockers
Students will be assigned a locker in the locker room. They need to buy a combination lock since lockers will be used by different students daily. Students will be required to remove the lock everyday and put it back into their PE bag. If a lock isn't removed, it will be cut off at the end of the day and the student will be responsible for bringing a new lock.

Class Structure:
1. Dress Out
2. Meet in designated area for roll call(Gym/Auxiliary Room)
3. Warm Up, Skills, and Activities
4. Regroup for reflection
5. Dismiss for dressing out

Participation
Students in secondary PE classes are expected to participate every class period for a major grade. Students who do not participate in physical education activities will lose their points for that day. If a student needs to be excused from participating, they must bring a signed and dated written note from a parent/ guardian with a valid reason (illness/injury). If your child has a more severe injury and will need to be out for an extended period of time, please turn in a doctor's note to the secondary office.

Illnesses And Injuries
Doctors Note to Excuse from P.E. – If a student is ill or injured, a parent must provide a note to excuse their student from participation in physical education. After three consecutive PE class periods, a doctor's note is required with a date noted for return to participation.

Personal Devices and Cell Phones
Cell phones and backpacks **must** be left in their school locker unless specified by the PE Coach for assignment purposes only.

Excused and Unexcused Absences:
Students with excused absences will have one class day to make up the work for each day of a particular class that they were absent. For example, if a student has an excused absence Monday, any work due Monday will not be counted late if it is turned in the next time the class meets on Wednesday.

Due dates or assessments missed due to unexcused absences are treated as late work. Please contact the school attendance office well in advance of any planned absences to verify whether they will be counted as excused or unexcused.

Grading:
50% Formative Assessment : Dressing out (Follow PE dress code)/ Participation (Effort, Cooperation, Teamwork, Daily assignments)
50% Summative Assessments: (Tests/Projects/Skills Assessments)

Managebac
As per handbook, managebac is accessible for you to use for information regarding PE.

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Language & Literature
Teacher: Rachelle Cameron

Conference Periods: 3rd/7th periods

Email: r.cameron@mwschool.org

Tutorial Times: Wednesdays and Fridays
7:40am - 8:20am

Course Description:
MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and
with others. MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

Course Aims:
The aims of MYP language and literature are to encourage and enable
students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing,viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

These objectives define what the student will be able to accomplish at the end of the course. These are also the MYP assessment criteria for the course

Criterion A: Analysing Students demonstrate an understanding of the creator's choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators' purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

Criterion B: Organizing Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

Criterion C: Producing text Students produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. Students make choices aimed at producing texts that affect both the creator and the audience.

Criterion D: Using language Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.

Required Materials for Language & Literature Class

- colored folder with pockets/brads and 5 tabs/dividers (to be left in class)

1st period: red folder	5th period: green folder
2nd period: yellow folder	6th period: orange folder
4th period: blue folder	8th period: purple folder

- 1" binder with 5 tabs/dividers

Need to know what is going on in Language & Literature class?

If you have any questions or concerns at any time during the course please contact me by e-mail at r.cameron@mwschool.org. Please also visit my classroom on two platforms, my website, http://www.mscameron.com/ and the school's ManageBac program.

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Individuals & Societies: US History (Exploration - 1877)

Teacher: Eileen Roybal

Conference Periods: 4th & 6th periods

Email: e.roybal@mwschool.org

Tutorial Times: Tuesday 4:05 - 5:15
Friday 7:40am - 8:20am

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences.

The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States.

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

These objectives define what the student will be able to accomplish at the end of the course. These are also the MYP assessment criteria for the course. Each individuals and societies objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Knowing and understanding Students develop factual and conceptual knowledge about individuals and societies.

Criterion B: Investigating Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

Criterion C: Communicating Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

Criterion D: Thinking critically Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

Required Materials for History Class:

- Composition Book
- Planner
- Writing Utensil
- One type of Adhesive -- tape, glue stick, bottle of glue, or rubber cement
- Optional -- plastic tabs

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<u>Design Syllabus</u>

Course Overview

<u>Tutorial Times</u>:
Any day is a possibility - Ask Before Coming!
<u>Conference Periods</u>: 2nd and 5th periods will be the conference periods for this year.

Course Description:
8th Grade Design is the third course in the set of courses for the Middle Year's Program (MYP) Design. The three courses are meant to introduce the IB design cylce and its various uses within digital media production and materials design production. Students will learn to analyze and dissect their surroundings, effectively reverse-engineering the world, in order to better understand their position in the world. Meridian design classes offer a unique IB-driven curriculum, which follows the same TEKS as a Career and Technical Education (CTE) course.

Throughout the year students will see that design is not based upon one academic content area but can, and will, incorporate multiple areas of academics. The design continuum is a gradual release model where students are encouraged to explore their own intersts and the teacher acts as a mentor/facilitator. To arrive at a deeper understanding of the design cycle and its usefulness in every aspect of life, students will experience short lectures, discussions, as well as group projects. Students are expected to actively participate within their groups as well as within the class as a whole.

This is an IB Design Course. As such, it will focus on creating a "product" at the end of each unit. This might be something that the students are building individually or as a group; a paper explaining a concept; or, a piece of digital media. Major (summative) grades for these classes are assessments of their projects, presentations, or written assignments. There is no specific text for this class. However, there will be articles, blog posts, and videos to consume periodically.

Course Overview:
With all students taking Algebra 1 or higher, the design class will incorporate mathematics as much as possible in each unit. For the first mini-unit, for example, students will be creating art pieces for all of the math classrooms using the mathematical functions they will be seeing in their high school career. Other topics we will explore: (1) designing the Meridian chicken coops for PYP, (2) exploring music and how music affects mood, and (3) a mini-personal project to introduce the MYP Personal Project process.

Required Supplies:
The only additional supply required for Middle School Design, other than those found on the traditional secondary supply list on the Meridian Website, is a composition notebook. This notebook should have graph paper pages (usually called quad-ruled or 5 squares per inch) and it will be best if it has at least 80 pages in it. Additionally, there will be occasional times when we will send home requests for materials that we will need to build our products. We will always strive to suggest materials that can be found around the house and we ask that you not go out and purchase more items than absolutely necessary.

Teacher Wish List:
Much of this course will be deconstructing and adapting found objects. We will use specific items such as foam, wood, rubber and plaster for molding and creating design prototypes as well as specific digital software for exploring digital design. These large scale and bulk items will always be provided by the design teacher. However, we will also be using materials which can easily be found around the house. Things like styrofoam, masking tape, duct tape, clear tape, liquid glue, spray adhesive, paint, paint brushes, and cardboard will always be appreciated for our projects. If you happen to have any of these items and wish to donate them to the cause, you will certainly not be turned away.

Tutorials:
Students are strongly encouraged to seek tutorial help to improve their understanding of the design process and for any help in completing products. Tutorials are available on a case-by-case basis every day. The student must set this up at least 24 hours prior.

Tools in Design
Code of Conduct/Permission Form

There are many reasons that a student may need to use a variety of tools in a Meridian MYP Design Class. In addition to functioning as a technical or digital Design Class, MWS Design class explores Material Design throughout its curriculum. Learning how to handle, manipulate and ultimately design using various materials is core to the experience.

To that end, I provide several types of tools for the students to use in the classroom. Cutting, drilling, sanding and shaping are achieved with tools like saws, X-acto knives, sandpaper and files. Every student is given adequate safety and demonstration tutorials before using these tools.

We have been asked, over the years, whether bringing similar tools from home is acceptable in order to alleviate wait times while others are using the in-class tools -- which has prompted this letter.

By signing below, I hereby give consent for my son/daughter/ward to bring and work with acceptable tools to MWS, **ONLY** in the Design classroom and **ONLY** under a Design Teacher's direct supervision. These tools are *not* to be used in study hall or in any other subject classroom for any reason.

I understand that under no circumstances are "power tools" or cutting devices allowed to be brought to school. Small, battery operated devices -- Dremels -- may be used. All tools must be left in your Design Teacher's care throughout the day and may only be used during Design Class. I understand that inappropriate behavior of any kind, including: horseplay, play fighting, actual fighting, stealing, destruction of school property or personal property and use of tools outside of Design Class will result in an immediate referral and disciplinary action.

Additionally, I understand that any misconduct or inappropriate behavior committed by my son/daughter/ward -- as outlined above -- is the sole responsibility of my son/daughter/ward and any harm caused by said conduct will be theirs to correct.

_____ _____

Parent/Guardian Name Parent/Guardian Signature

_____ _____

Student Name Student Signature

The following reflection will be used after each unit of design:

MYP Design Reflection
Fancher
Written Project Reflection - Criterion D
Rubric found - https://docs.google.com/document/d/1CycFe4gpyQZrPjb9TThe9PfoUgQIcstKoYRagCEkqQg/edit?usp=sharing

Each student is responsible for writing their own unique reflection. Each paragraph must be thoughtful and well written. Paragraphs must be at least 3 sentences, but there is no added points or penalty for going over 3. Spelling and grammar errors will reduce your grade by 2% each. PLAGIARISM IS NOT ACCEPTABLE AND WILL RESULT IN A 0%.

Paragraph One - Project Overview

a. What was your design problem?
b. Who was your client?
c. What parameters were you given?
d. What inspired you?

Paragraph Two - Your Design Solution

a. What was your plan of attack?
b. How did you incorporate your design doc.?
c. What tools or materials did you use?

Paragraph Three - Your Design Missteps

a. Did you mess up?
b. Did you have to change your design?
c. Did you have to change any tools or materials?

Paragraph Four - Your Design Successes

a. How awesome are you?
b. What were some good decisions that you made?
c. Did you collaborate with your group based on individual skills?

Paragraph Five - Personal Reflection

a. Are you proud of what you accomplished?
b. Was your group focused and successful?
c. Would you have done better individually or with another group?
d. Would you choose different materials or tools next time?
e. Name some real world applications where can you apply what you learned.

please tear off this last section and return it to your teacher

This is a confirmation that you and your parents have read and understand the 8th Grade Classroom Policies.

Parent: _____Date_____

Student:_____Date_____