

**Ashley**  
**Intermediate Composition**  
**1st Semester, 2013**

“All writing begins life as a first draft, and first drafts are never any good. They're not supposed to be.”

-Patricia T. O'Conner

“In writing, punctuation plays the role of body language. It helps readers hear you the way you want to be heard.”

-Russell Baker

**Welcome to Intermediate Composition.** The purpose of this class is to give students review and practice writing for different purposes. Over the course of the semester, each student will produce an expository, persuasive, narrative, and compare and contrast essay as well as a feature article. Students will be able to choose their own topics. There will also be several opportunities for creative writing assignments aimed at honing particular writing skills. Understanding writing as a *process* will be a major focus; students will gain a working knowledge of the steps in this process, from pre-writing to publishing. They will also develop a greater awareness of their own strengths and weaknesses as writers and will work toward developing a more personalized method of self-assessment. This course will also include vocabulary development and will familiarize students with a standard form of documenting sources.

**You need to keep a binder for this class that includes all handouts, readings and work that you do. *Bring it to class every day!***

**The following are the grading categories for this class.**

Participation: This includes participating in class activities and discussions as well as peer-editing and giving feedback to fellow writers.

Essays - This not only includes the final drafts but rough drafts as well. Essays will be graded according to the guidelines and rubrics we discuss in class. On days designated for peer-editing, it's very important to bring a *completed* rough draft to class.

Assignments/Exercises - This includes any assignment that is not an essay, including practice exercises on grammar/mechanics.

Quizzes – These will be every one to two weeks and will cover vocabulary as well as grammar from the mini-lessons we cover in class.

**Make-up work:** If you are absent, it is your responsibility to obtain make-up work. You may check in with me before school everyday or during lunch on Mondays and Tuesdays, or you may email me to find out what you have missed: [vanhemert\\_ashley@asdk12.org](mailto:vanhemert_ashley@asdk12.org)  
If you know of an absence in advance, I expect you to coordinate with me before the absence occurs.

**Late Work Policy:** I expect all work to be turned in on time. Late work will only be eligible for reduced credit.

**Plagiarism policy:** Any assignment that has been plagiarized will receive a zero. Depending on the nature of the offense, plagiarizing may result in an "F" in the class.

**Ashley**  
**Español III**  
**2013-2014**

**¡Bienvenidos a la clase de español!** In this year long class students will continue their journey to become bilingual or even multilingual citizens of the world. They will also continue their study of the cultures of Spanish-speaking countries by reading current event articles as well as creating food from Spanish speaking countries. Participation is essential to learning a language, so class attendance is very important as well as out of class practice (which may not always take the form of traditional homework).

The class will be taught using cooperative learning methods, discussion, some story telling and reading. Grammar, including more past and future tense as well as conditional tense, will be embedded within articles, short stories and songs. Students will also read a short novel in Spanish. The class will primarily be taught in Spanish, with English used sparingly for clarification. Students will be expected to speak Spanish in class.

**Class expectations:**

- 1) **Participate** – language is used to communicate. Your participation in class - talking to others, asking questions, collaborating with classmates, and completing assignments – is essential to learning Spanish and to passing this class.
- 2) **Take risks** – learning a new language can be challenging and at times embarrassing. You're expected to make mistakes and have difficulty in pronunciation – that's why you're in the class! Having a positive attitude and trying your best will help you reach beyond your comfort zone where you can really grow.
- 3) **Be a community member** – you are expected to be courteous and respectful to others at all times. Boost your classmates up and encourage each other to take risks in learning. Listen when I or another student is speaking. Do not bother or distract other students. *Be honest.*
- 4) **Be Prepared** – bring your binder, notes, & a pen/pencil to class everyday. Homework should be completed *prior* to the beginning of class. Don't bring items that distract you or others around you.
- 5) **Go the extra mile** – if you are having difficulties in class, ask for help! There are many resources available to you (including myself and other students). You may have to put in extra time and effort but it will be worth it.

**Evaluation:**

Students will be graded on their participation in class and their ability to use the language in its four forms: reading comprehension, writing, listening comprehension, and speaking.

**The following are the grading categories for this class:**

Reading comprehension  
Writing  
Speaking /Listening comprehension

Formative assessment

**Missing work policy**

The most students can receive for daily late work is 50%. Projects and final papers will lose 10% each class period they are late.

**Make-up work**

If you are absent, it is your responsibility to obtain make-up work. You may check in with me before school everyday or during lunch on Mondays and Tuesdays, or you may email me to find out what you have missed: [vanhemert\\_ashley@asdk12.org](mailto:vanhemert_ashley@asdk12.org)

If you know of an absence in advance, I expect you to coordinate with me before the absence occurs.

**Ashley**  
**Español IV+**  
**2013-2014**

**¡Bienvenidos a la clase de español!** In this year long class students will continue their journey to become bilingual or even multilingual citizens of the world. They will also continue their study of the cultures of Spanish-speaking countries by reading poetry and short stories by famous Spanish and Latino authors, as well as weekly monitoring and reporting on news related to the Spanish-speaking world. Participation is essential to learning a language, so class attendance is very important as well as out of class practice (which may not always take the form of traditional homework).

The class will be taught using cooperative learning methods, discussion, some story telling and reading. Grammar, including the subjunctive mood, will be embedded within articles, short stories and songs. Students will create a project in which they plan a trip to a Spanish speaking country. The class will primarily be taught in Spanish, with English used sparingly for clarification. Students will be expected to speak Spanish in class.

**Class expectations:**

- 1) **Participate** – language is used to communicate. Your participation in class - talking to others, asking questions, collaborating with classmates, and completing assignments – is essential to learning Spanish and to passing this class.
- 2) **Take risks** – learning a new language can be challenging and at times embarrassing. You're expected to make mistakes and have difficulty in pronunciation – that's why you're in the class! Having a positive attitude and trying your best will help you reach beyond your comfort zone where you can really grow.
- 3) **Be a community member** – you are expected to be courteous and respectful to others at all times. Boost your classmates up and encourage each other to take risks in learning. Listen when I or another student is speaking. Do not bother or distract other students. *Be honest.*
- 4) **Be Prepared** – bring your binder, notes, & a pen/pencil to class everyday. Homework should be completed *prior* to the beginning of class. Don't bring items that distract you or others around you.
- 5) **Go the extra mile** – if you are having difficulties in class, ask for help! There are many resources available to you (including myself and other students). You may have to put in extra time and effort but it will be worth it.

**Evaluation:**

Students will be graded on their participation in class and their ability to use the language in its four forms: reading comprehension, writing, listening comprehension, and speaking.

**The following are the grading categories for this class:**

Reading comprehension

Writing  
Speaking /Listening comprehension  
Formative assessment

### **Missing work policy**

The most students can receive for daily late work is 50%. Projects and final papers will lose 10% each class period they are late.

### **Make-up work**

If you are absent, it is your responsibility to obtain make-up work. You may check in with me before school everyday or during lunch on Mondays and Tuesdays, or you may email me to find out what you have missed: [vanhemert\\_ashley@asdk12.org](mailto:vanhemert_ashley@asdk12.org)  
If you know of an absence in advance, I expect you to coordinate with me before the absence occurs.

# Bob

## Adv. Composition Seminar

Instructor: \_\_\_\_\_

Email: \_\_\_\_\_

Website: \_\_\_\_\_

### **Course Overview:**

This repeatable semester general elective credit course provides enrichment activities for high school students who are interested in expanding their understanding of an area of personal academic interest. This class is open to 9th-12th graders and will emphasize the application of academic knowledge and the development of sound student traits. The course is designed to help develop the academic foundations necessary to be successful in school and to help students transition from high school to college and gainful employment.

**Goals:** This class was inspired by Jefferson County Open Optional School's program. The Passage program will actively prepare students to transition from adolescence to adulthood by challenging them beyond their traditional comfort zones. The following are goals for each Passage:

1. Students will brainstorm their Passage with significant help from teachers, peers, and mentors in the area of their choosing. During this process students will search for areas to develop, and for ways to demonstrate the skills they use, improve, or acquire.
2. Students will develop a Passage proposal that will outline their goals for the semester. The written proposal must be presented to the mentoring group and teacher before the student actively begins the Passage process.
3. Students will be accountable for completion of the work set out in their proposal.
4. Upon successful completion of the Passage, the student presents a final written summary.
5. Students will be responsible for preparing a presentation to their class and the Steller community.

### **Course grades will be determined by the following:**

- Self-assessment-mid-quarter evaluation, triad self-assessment scores, and final wrap up
- An organized journal or portfolio maintained throughout the semester, including notes from mentoring meetings, prewriting and drafting of proposals, and notes from resources and the Passage process itself
- Passage proposal completion
- Final write up
- Presentation to the community
- Attendance in class. Though there will be some time for independent work in the Passages, students are expected to be in class daily for class work and mentoring support, unless formal educational arrangements have been made
- Other requirements based upon the individual Passage,

# Bob

## Public Speaking

Welcome to the class that asks people to step out of their comfort zone. Public Speaking has been found to be the number one fear in Americans today —death is number three. The best way to conquer a fear is to be prepared for it. This class is here to prepare a presenter for any speech-giving situation through learning effective methods and practices. It also will be an environment where students will receive constructive criticism that will improve public speaking and, hopefully, bolster confidence in the students' abilities.

### Expectations:

- 1) Students will deliver their speeches in front of the class
- 2) Students will be respectful of others' performances – this includes **never** interrupting another students' speech
- 3) Students will be prepared to give their speech when their name is called—if not, they will receive a reduction in their overall grade
- 4) Students will participate with constructive feedback throughout the quarter

### Tentative Grading:

Organizational Activities	_____
Participation/feedback	_____
Speeches	_____
Extras	_____



# Bob Mythology

Welcome, you are now entering a realm filled with magical, supernatural, and god-like events. Myths are stories of gods and monsters, and of the unfortunate mortals who are sucked into these intense events and situations. Mythology is the study of these myths.

We will be mainly dealing with the Classical Myths throughout this class. The Classical Myths are those written by the Greeks and Romans; stories that are found throughout Western Civilization, impacting our lives even to this day. Time permitting, there may be some branching out at the end of the semester to wet your appetite for the deep traditions found in other mythology from around the world.

As a literature course we will mainly be interacting with the myths through reading them, writing notes on them, discussing them in class, and having some sort of formal assessment(s) of them. There will be a number of projects sprinkled throughout the semester as well. Class participation will be the really fun part, so be ready.

## Expectations:

- 1) Students will be expected to keep up with the reading outside class. If you have trouble/questions, feel free to ask me for suggestions
- 2) Students will be prepared to discuss the myths in class
- 3) Students will look for connections between the different myths we read, as well as connections between the myths and the world today
- 4) Students are encouraged, but not forced, to share creations with the rest of the class
- 5) Students will be prepared to give any presentations in front of the class

## Tentative Grading:

Celebrations of Knowledge	_____
Notes	_____
Extras	_____
Projects	_____

## **Bob**

### **Passages Syllabus**

Instructor: \_\_\_\_\_

Email: \_\_\_\_\_

Website: \_\_\_\_\_

#### **Course Overview:**

This repeatable semester general elective credit course provides enrichment activities for high school students who are interested in expanding their understanding of an area of personal academic interest. This class is open to 9th-12th graders and will emphasize the application of academic knowledge and the development of sound student traits. The course is designed to help develop the academic foundations necessary to be successful in school and to help students transition from high school to college and gainful employment.

**Goals:** This class was inspired by Jefferson County Open Optional School's program. The Passage program will actively prepare students to transition from adolescence to adulthood by challenging them beyond their traditional comfort zones. The following are goals for each Passage:

1. Students will brainstorm their Passage with significant help from teachers, peers, and mentors in the area of their choosing. During this process students will search for areas to develop, and for ways to demonstrate the skills they use, improve, or acquire.
2. Students will develop a Passage proposal that will outline their goals for the semester. The written proposal must be presented to the mentoring group and teacher before the student actively begins the Passage process.
3. Students will be accountable for completion of the work set out in their proposal.
4. Upon successful completion of the Passage, the student presents a final written summary.
5. Students will be responsible for preparing a presentation to their class and the Steller community.

#### **Course grades will be determined by the following:**

- Self-assessment-mid-quarter evaluation, triad self-assessment scores, and final wrap up
- An organized journal or portfolio maintained throughout the semester, including notes from mentoring meetings, prewriting and drafting of proposals, and notes from resources and the Passage process itself
- Passage proposal completion
- Final write up
- Presentation to the community
- Attendance in class. Though there will be some time for independent work in the Passages, students are expected to be in class daily for class work and mentoring support, unless formal educational arrangements have been made
- Other requirements based upon the individual Passage.

# Chris Selin

## Course syllabi for Art

### Art 1

This is an integrated study in basic art principles. Studio projects will be in drawing, painting and printmaking (fall), and pottery, sculpture and constructive arts (spring). Projects get more involved throughout the semester. Art history, art criticism and aesthetic appreciation is taught with every project.

We will be integrating the Elements and Principles in all projects.

#### **Tentative list of assignments:**

1. ~~Read the book Principles of Design Book~~ *Follow those artists whose distinctive styles show us a different perspective.*

4. ~~Search for a photo of a pet or favorite animal.~~ **Bring a photo of your pet or favorite animal. (Animal's face should be showing, and photo should be cropped so that animal takes up most of the space.)**

~~Review of Drawing Fundamentals with subject of Printmaking and Pottery~~  
Or any other accumulated points for assignments, projects, sketchbook assignments, clean-up and participation during the semester will determine the grade.

**90 – 100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 0-59% = F**

**Late work:** Assignments turned in after assigned due dates are late, and points will be deducted (10% per day late).

# Chris Selin

## Course syllabi for Visual Art 2

The focus is on expanding skills and translating ideas into personal experiences. We will be looking at how art influences history and cultures. As we create projects, we will tackle big questions like “Does Art really matter to the world?” “Can we influence others with Art?” and, “How can my art do to make the world a better place. Media will include drawing, painting, and printmaking in the fall and pottery sculpture and construction in the spring.

As this is a studio class, attendance is essential to succeed. Generally the assignments will be done in class, but some may require time outside of class.

Late work: Class assignments will be turned in at the end of class. With expanded projects, there will be a due date, after which another project will begin.

**Grades: Points are accumulated for assignments, projects, clean up and participation. The total number of point accumulated during the semester will determine the grade.**

**90 – 100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 0-59% = F**

*Evaluation will be based on daily participation, effort, care of equipment, daily clean up and craftsmanship of artwork. Artwork is evaluated by:*

- 1. Imaginative and creative thinking – problem solving*
- 2. Persistence – amount of work and time management*
- 3. Technical skill and how well the art is crafted.*

## **Chris Selin**

### **Course syllabi for Visual Arts 1**

#### Visual Art 1

Class will explore various media, including drawing, painting, and printmaking in the fall and pottery sculpture and construction in the spring. Students learn to create art, appreciate art forms of different cultures, learn about art from history, and what makes a well-made piece of art.

As this is a studio class, attendance is essential to succeed. Generally the assignments will be done in class, but some may require time outside of class.

Late work: Class assignments will be turned in at the end of class. With expanded projects, there will be a due date, after which another project will begin.

**Grades: Points are accumulated for assignments, projects, clean up and participation. The total number of point accumulated during the semester will determine the grade.**

**90 – 100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 0-59% = F**

*Evaluation will be based on daily participation, effort, care of equipment, daily clean up and craftsmanship of artwork. Artwork is evaluated by:*

- 1. Imaginative and creative thinking – problem solving*
- 2. Persistence – amount of work and time management*
- 3. Technical skill and how well the art is crafted.*

## **Chris**

### **Syllabus for Cross-Training – PE**

Participation is the key to a successful class. With full engagement, students will improve **balance, breathing, flexibility and heart rate** by doing the daily workouts and making the most of activity outside of school. Conditioning wisdom and techniques will be taught.

This class meets daily during 1<sup>st</sup> period. The course will be structured in the following way:

- Daily stretching
- A variety of workouts in class for your **cardio** (aerobic) system, **flexibility**, and **strength**.
- Keeping a log of your workouts to determine your base line of fitness.

- Making goals that are healthful and meaningful.
- **Participating in some form of exercise outside of school.** If you are in a structured sport already, that is great.
- Every week we will do a combination of:
  1. Walking, running, and games for Cardio fitness;
  2. Weight training for muscle endurance;
  3. Yoga for Flexibility and Balance
  4. Dance routines (yes, again!) for coordination and fun

**You need to know this:**

- ✓ Have running shoes with non-marking soles. No boots of any kind (including hiking boots) allowed! No ballet flats.
- ✓ Wear workout clothing (sweat pants or shorts). You will have time to change before next class. Gym lockers are available – ask if you would like a lock.
- ✓ You will be expected to participate in class every day. It is counted in your score.
- ✓ Your grade will be based upon participation in each class, completing your personal logbook, and quizzes and a test.
- ✓ **Keep all handouts** in a folder – duplicates will not be provided. Tests will include knowledge of fitness vocabulary, basic information on the various workout methods and how to calculate your personal fitness level.

**Grading Criteria**

*Participation: 65%*

*Log book completion: 20%*

*Quizzes and test: 15%*

*Total: 100%*

**Danelle Avellino**

**Chemistry 10-12**

[Avellino\\_danelle@asdk12.org](mailto:Avellino_danelle@asdk12.org)

This is an introductory course that will include the following concepts: physical & chemical properties, elements, mixtures, & compounds, kinetic molecular theory of solids, liquids, and gases, atomic structure, mole concept, chemical periodicity, writing formulas & equations, nomenclature of compounds, valence electrons, and chemical bonding. Laboratory skills will include measurement of mass, volume, temperature, density, graphing, interpretation of data, observation, description, and recording.

**A. MATERIALS:**

Students are expected to come to class with a 2-in. binder with dividers, paper, pen, pencil, and a scientific calculator. Lab Fee: \$10.00

Binder Sections: (1) Introduction (2) Focus Activities (3) Notes (4) Labs (5) Graded Work

**B. GRADING POLICY:**

Quarter Grade:       60 % Major Grades (Tests, Major Labs, Binder & Projects)  
                              40% Minor Grades (Labs, Quizzes, Daily Work, & Homework)

**C. CLASS EXPECTATIONS:**

- (1) Class will begin with a focus question written on board or on projector. Please answer the question in your binder at the start of every class.
- (2) If a student has an excused absence from class, he or she is responsible for the assignments/homework that was missed.
- (3) Students are expected to turn work in on time at the beginning of class on the date due.

**D. CLASS RULES:**

- Be Respectful
- Be Prompt
- Be Prepared
- Be Responsible
- Be Engaged

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I understand Danelle Avellino's classroom rules, expectations, and procedures.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Phone Number: \_\_\_\_\_ Parent E-mail: \_\_\_\_\_

***Parents, Please Note:***

Students and parents are required to sign the *Laboratory Student Safety Contract*. Students will not be permitted to participate in any lab activity until they return the signed contract. Thank you!!

**Danelle Avellino**  
**Physical Science (Chemistry) 7-8**  
[Avellino\\_danelle@asdk12.org](mailto:Avellino_danelle@asdk12.org)

This course introduces students to the following chemical concepts: matter, changes in matter, elements, the Periodic Table, chemical reactions, atoms & bonding, and acids & bases. Laboratory skills include safety, lab equipment, observation, description, recording, and interpretation of data.

**A. MATERIALS:**

Students are expected to come to class with a 2-in. binder with dividers, paper, pen, and pencil.

Binder Sections: (1) Introduction (2) Focus Activities (3) Notes (4) Labs (5) Graded Work

**Lab Fee: \$10.00**

**B. GRADING POLICY:**



Quarter Grade: 60 % Major Grades (Tests, Major Labs, Binder & Projects)  
40% Minor Grades (Labs, Quizzes, Daily Work, & Homework)

**C. Class Expectations:**

- (1) Class will begin with a focus question written on board or on projector. Please answer the question in your binder at the start of every class.
- (2) If a student has an excused absence from class, he or she is responsible for the assignments/homework that was missed.
- (3) Students are expected to turn work in on time at the beginning of class on the date due.

**D. CLASSROOM RULES:**

- Be Respectful
- Be Prompt
- Be Prepared
- Be Responsible
- Be Engaged

-----  
I understand Danelle Avellino’s classroom rules, expectations, and procedures.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Phone Number: \_\_\_\_\_ Parent E-mail: \_\_\_\_\_

***Parents, Please Note:***

Students and parents are required to sign the *Laboratory Student Safety Contract*. Students will not be permitted to participate in any lab activity until they return the signed contract. Thank you

**Danelle Avellino**  
**Life Science 7-8**  
[Avellino\\_danelle@asdk12.org](mailto:Avellino_danelle@asdk12.org)

This course introduces students to the following biological concepts: Bacteria, Viruses, Protists, Fungi, Plants, animals, cell structure & function, cell processes & energy, and genetics. Laboratory skills include safety, lab equipment, observation, description, recording, and interpretation of data

**A. MATERIALS:**

Students are expected to come to class with a 2-in. binder with dividers, paper, pen, and pencil.

Binder Sections: (1) Introduction (2) Focus Activities (3) Notes (4) Labs (5) Graded Work

**Lab Fee: \$10.00**

**B. GRADING POLICY:**

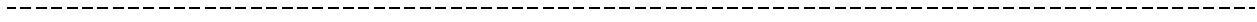
Quarter Grade:           60 % Major Grades (Tests, Major Labs, Binder & Projects)  
                                  40% Minor Grades (Labs, Quizzes, Daily Work, & Homework)

**C. Class Expectations:**

- (1) Class will begin with a focus question written on board or on projector. Please answer the question in your binder at the start of every class.
- (2) If a student has an excused absence from class, he or she is responsible for the assignments/homework that was missed.
- (3) Students are expected to turn work in on time at the beginning of class on the date due.

**D. CLASSROOM RULES:**

- Be Respectful
- Be Prompt
- Be Prepared
- Be Responsible
- Be Engaged



I understand Danelle Avellino's classroom rules, expectations, and procedures.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Phone Number: \_\_\_\_\_ Parent E-mail: \_\_\_\_\_

**Parents, Please Note:**

Students and parents are required to sign the *Laboratory Student Safety Contract*. Students will not be permitted to participate in any lab activity until they return the signed contract. Thank you!!

**Danielle Sjoden**  
**8<sup>th</sup> Grade Seminar Syllabus**  
**First Semester, 2013**

**Welcome to Seminar.** This is one of my favorite classes to teach. The heart of seminar is the exploration of ideas through critical thinking, reading, writing, listening and discussion. Over the course of this semester, we will read a variety of pieces, ranging from historical literature to philosophy to fiction. Every piece we read in this class will be close-read, or “coached,” first in small groups. We have two high school coaches this semester, which allows us to be able to break into small groups.

During reading, students are expected to take coaching notes on the pieces, writing down comments, paraphrases, questions, and vocabulary definitions. Once we finish close-reading a piece, we will “seminar” it as a class. Homework for this class will consist of pre-writes (written before we seminar) and post-writes

(completed after every two or so seminars). Seminar students are also expected to keep a master list of vocabulary words that we decide on as a class. There will be at least two vocabulary quizzes on these words each quarter.

**Binders:** You must have a separate three-ring binder for seminar. Middle school is a good time to figure out an organizational system that works for you. Here is the one I would like you to use this semester. Divide your binder into the following four sections:

1. Handouts: All class handouts go in this section.
2. Readings: Every piece we read should be kept here *in order*.
3. Writings: Here you will keep pre-writes and post-writes that have been returned.
4. Vocabulary: Keep the master list here as well as any other vocabulary-related activities that we do.

*This syllabus should be placed at the very front of your binder.*

You will no doubt have questions about what seminar is like, and I will do my best to answer all of your questions. First, I want to make a few things clear:

1. Seminar is a place where you should feel safe sharing your ideas, questions, and conclusions about readings.
2. It is absolutely necessary to give your full attention to the reading assignments.
3. We cannot have a successful seminar class unless everyone buys into the process and contributes to making it the best she/he can.

### **Grading Categories:**

Coaching: close-reading, discussing and note-taking in small groups (50 – 100 pts)

Pre-writes: 1 page written responses to a question to help you prepare for the seminar (50 pts)

Post-writes: essays/projects to help extend your thinking after we seminar (100 pts)

Seminar Discussions – a whole-class discussion based on the ideas from the piece(s) (100 pts)

Vocabulary Quizzes – know the definition, spelling and part of speech for each word (between 50 and 75 pts)

Binder Checks for Organization – I will check binders periodically to see that yours is organized according to the criteria on the front page of this syllabus. (20 pts)

90% to 100% ..... A  
80% to 89%..... B

70% to 79%..... C  
60% to 69%..... D  
below 60%..... F

### Students are expected to...

- Be on time
- Come prepared and ready to participate
- Show respect for themselves and others

### Classwork Policies:

**Make-up work:** If you are absent, it is your responsibility to obtain make-up work. You may check the seminar class calendar at my website for due dates *as assigned*: <https://sites.google.com/site/daniellesjoden/>.

Feel free to email me to find out what you have missed: [Sjoden\\_Danielle@asdk12.org](mailto:Sjoden_Danielle@asdk12.org).

**Late Work:** I expect all work to be turned in on time. Late work is only eligible for half credit: this means even one late assignment can significantly impact your overall grade in the class.

**Plagiarism:** Any student who plagiarizes will receive a zero on the assignment, and his/her advisor and parents will be notified. Depending on the nature of the offense, plagiarizing may result in an "F" in this class.

## Gerald Brown Life Science Syllabus

Period 1

-Grade Level: 7 -8

Course Length: Semester

Students will be introduced to the science involved with living things. They will study bacteria, virus, plants and the animal kingdom and all its subdivisions

Grading Scale

A=90%+

B=80%-89%

C=70%-79%

D=60%-69%

F=59% and below

### Late Work

Assignments turned in late will be given at most 50% of the assigned value. Students can turn in an assignment late, up to two weeks from the date due. After two weeks it is too late to receive credit for that assignment.

### Absences

If you are absent, it is your job to ask for and pick up make-up work. For excused absences, you have one day for every day absent to get work made up. For unexcused absences, you do not get the opportunity to make up work. For prearranged absences, work must be turned in when you return. Please give me time to gather work for pre-arranged absences.

### Daily Work and Homework

Students will have regular daily work. For in class assignments, students will be able to take work home to finish up as long as they were working productively on the assignment in class.

Homework is given regularly, but not nightly. Homework should be completed before coming to class and will be counted as late, if it is being worked on in class the day it is due.

### Quizzes

Quizzes can be given anytime without prior announcement.

### Tests

Tests will always be announced beforehand. NO notes are allowed on tests.

Contact information - Email is the easiest way to contact me. My email address is brown\_gerald@asdk12.org.

Credit Count: .50/semester

## **Gerald Brown LPF Syllabus**

grade level 9-12

Length: Semester

Students will learn the value of staying fit throughout their life. Class stress endurance, flexibility and strength training along with written work.

### Grading Scale

A=90%+

B=80%-89%

C=70%-79%

D=60%-69%

F=59% and below

### Late Work

Assignments turned in late will be given at most 60% of the assigned value. Students can turn in an

assignment late, up to two weeks from the date due. After two weeks it is too late to receive credit for that assignment.

#### Absences

If you are absent, it is your job to ask for and pick up make-up work. For excused absences, you have one day for every day absent to get work made up. For unexcused absences, you do not get the opportunity to make up work. For prearranged absences, work must be turned in when you return. Please give me time to gather work for pre-arranged absences.

#### Daily Work and Homework

Students will have regular weekly work. For in class assignments, students will be able to take work home to finish up as long as they were working productively on the assignment in class.

Homework is given weekly, but not nightly. Homework should be completed before coming to class and will be counted as late, if it is being worked on in class the day it is due.

#### Tests

Tests will always be announced beforehand. Tests will include short answer and longer essays. NO notes are allowed on tests.

Contact information - Email is the easiest way to contact me. My email address is [brown\\_gerald@asdk12.org](mailto:brown_gerald@asdk12.org).

## **Gerald Brown** **Integrated Science – 9-12 grades**

#### **Course length: Year**

Students will be introduced to the concept of life science, physical science, chemistry and earth science. Evaluation will be based on homework, daily work, labs, projects and quizzes and tests.

#### Grading Scale

A=90%+

B=80%-89%

C=70%-79%

D=60%-69%

F=59% and below

#### Late Work

Assignments turned in late will be given at most 60% of the assigned value. Students can turn in an assignment late, up to two weeks from the date due. After two weeks it is too late to receive credit for that assignment.

#### Absences

If you are absent, it is your job to ask for and pick up make-up work. For excused absences, you have one day

for every day absent to get work made up. For unexcused absences, you do not get the opportunity to make up work. For prearranged absences, work must be turned in when you return. Please give me time to gather work for pre-arranged absences.

#### Daily Work and Homework

Students will have regular daily work. For in class assignments, students will be able to take work home to finish up as long as they were working productively on the assignment in class.

Homework is given regularly, but not nightly. Homework should be completed before coming to class and will be counted as late, if it is being worked on in class the day it is due.

#### Projects

Projects are a great opportunity to go in depth on a subject. Time in class will be given to work on projects, but during major projects, students should be working on them at home as well. Project requirements and due dates will be handed out with the introduction of the projects.

#### Quizzes

Quizzes can be given anytime without prior announcement.

#### Tests

Tests will always be announced beforehand. Tests will include short answer and longer essays. NO notes are allowed on tests.

Contact information - Email is the easiest way to contact me. My email address is [brown\\_gerald@asdk12.org](mailto:brown_gerald@asdk12.org).

## **Gerald Brown**

Physics – 11-12 grades

#### **Course length: year**

First semester - Students will be introduced to the concept of motion as it relates to vectors in one, two and multiple directions. Speed vs velocity will be discussed and how acceleration differs. Displacement vs distance travels will be taught.

valuation will be based on homework, daily work, labs, projects and quizzes and tests.

#### Grading Scale

A=89.50%+

B=80%-89.4%

C=70%-79.4%

D=60%-69.4%

F=59% and below

#### Late Work

Assignments turned in late will be given at most 60% of the assigned value. Students can turn in an assignment late, up to two weeks from the date due. After two weeks it is too late to receive credit for that assignment.



### Absences

If you are absent, it is your job to ask for and pick up make-up work. For excused absences, you have one day for every day absent to get work made up. For unexcused absences, you do not get the opportunity to make up work. For prearranged absences, work must be turned in when you return. Please give me time to gather work for pre-arranged absences.

### Daily Work and Homework

Students will have regular daily work. For in class assignments, students will be able to take work home to finish up as long as they were working productively on the assignment in class.

Homework is given regularly, but not nightly. Homework should be completed before coming to class and will be counted as late, if it is being worked on in class the day it is due.

### Projects

Projects are a great opportunity to go in depth on a subject. Time in class will be given to work on projects, but during major projects, students should be working on them at home as well.

### Quizzes

Quizzes can be given anytime without prior announcement.

### Tests

Tests will always be announced beforehand. Formula notes are allowed on tests.

Contact information - Email is the easiest way to contact me. My email address is [brown\\_gerald@asdk12.org](mailto:brown_gerald@asdk12.org).

## **Gerald Brown** **Health - 8th grade**

### **Course length: semester**

All 8th graders need a semester of health; this class will cover wellness, nutrition, mental health, disease prevention, consumer health, substance abuse and sexual education. During the semester, students explore information on these topics so that they can make healthy choices through their life.

### Grading Scale

A=90%+

B=80%-89%

C=70%-79%

D=60%-69%

F=59% and below

### Late Work

Assignments turned in late will be given at most 60% of the assigned value. Students can turn in an assignment late, up to two weeks from the date due. After two weeks it is too late to receive credit for that assignment.

### Absences

If you are absent, it is your job to ask for and pick up make-up work. For excused absences, you have one day for every day absent to get work made up. For unexcused absences, you do not get the opportunity to make up work. For prearranged absences, work must be turned in when you return. Please give me time to gather work for pre-arranged absences.

#### Daily Work and Homework

Students will have regular daily work. For in class assignments, students will be able to take work home to finish up as long as they were working productively on the assignment in class.

Homework is given daily. Homework should be completed before coming to class and will be counted as late, if it is being worked on in class the day it is due.

#### Tests

Tests will always be announced beforehand. Tests will include short answer and longer essays. NO notes are allowed on tests.

Contact information - Email is the easiest way to contact me. My email address is [brown\\_gerald@asdk12.org](mailto:brown_gerald@asdk12.org).

## Jen Neff

### ALGEBRA B

#### GRADING POLICIES AND PROCEDURES

##### 1. GRADES

Grades will be determined using the following system and the following scale

Major tests	100 points
Quizzes/Graded Assignments	5 to 35 points
Daily Homework	3 to 5 points
Notebook	5-10 points per chapter

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 -69%
F	below 59%

##### 2. HOMEWORK

There will be daily homework assignments given. Homework is not optional—it is required. Homework will be corrected and recorded on a daily basis. Homework will be accepted late for partial credit, but it must be completed **before** the chapter test. In case of an excused absence, full credit will be offered for work turned in within two days of each absence.

### 3. **MAKE-UP WORK**

It is the student's responsibility to find out and make up any work missed due to an excused absence. All absences are to be cleared in the Attendance Office prior to returning to class. Missed tests must be made up outside of class time. The student has two days for every day missed to complete the make up work.

### 4. **NOTEBOOK**

A composition notebook just for math is required. Periodically the notebook will be collected and graded.

### 5. **OTHER REQUIREMENTS**

- A. **All work in this class is to be done in pencil.**
- B. The textbook is to be covered at all times.
- C. **SHOW YOUR WORK!!!** All steps are to be visible on all homework, assessments, tests, and quizzes. If steps are missing, full credit will be withheld.
- D. All graphs are to be placed on graph paper.
- E. Common courtesy and good classroom behavior is expected from all.
- F. Cheating will not be tolerated.

### 6. **MATH TUTORIAL AND EXTRA HELP OPPORTUNITIES**

Math Tutorial is available during lunch. I am also available before or after school on most days. Please do not wait until you are thoroughly confused before you come in for extra help. The earlier you seek help, the better off you will be.

**Jen Neff**  
**CALCULUS**  
**neff\_jennifer@asdk12.org**

**GRADING POLICY and PROCEDURES**

**I. GRADES**

Grades will be determined using the following system and the following scale:

Major tests.....	100 pts. each
Quizzes/graded assignments.....	5 to 50 pts. each
Homework.....	3 to 5 pts. Each
Notes.....	1 pt per section

90% to 100% .....	A
80% to 89%.....	B
70% to 79%.....	C
60% to 69%.....	D
below 60%.....	F

**II. HOMEWORK**

There will be daily homework assignments given. Homework is not optional--it is required. It will be corrected and collected on a daily basis. Homework will be accepted one day late for half credit. In case of an excused absence full credit will be accepted two days for each day absent.

### III. MAKE-UP WORK

It is the student's responsibility to find out and make up any work missed due to an excused absence (all absences are to be cleared in the attendance office prior to returning to class). Missed tests must be made up outside of class time. The student has two days for every day missed to complete the missed work.

### IV. OTHER REQUIREMENTS

- A. All work in this class is to be done in pencil.
- B. The textbook is to be covered at all times.
- C. All steps are to be visible on all homework, tests and quizzes or credit may be withheld.
- D. Students are expected to go to the board and present problems. This is NOT optional!
- E. Cheating will not be tolerated.
- F. Common courtesy and good classroom behavior is expected from all.

### V. EXTRA HELP

I am available for extra help most days before and after school and during lunch. During lunch **MATH TUTORIAL** can be used for extra help.

### VI. ADDITIONAL INFORMATION

I update my website regularly please check it for class assignment guides. Also my grades will be posted onto Zangle. Please get your password and login information from the office.

Website: [http://www.asdk12.org/staff/neff\\_jennifer/](http://www.asdk12.org/staff/neff_jennifer/)

**Jen Neff**  
**GEOMETRY**  
**neff\_jennifer@asdk12.org**

GRADING POLICY and PROCEDURES

I. GRADES

Grades will be determined using the following system and the following scale:

Major tests.....	100 pts. each
Quizzes/graded assignments.....	5 to 50 pts. each
Homework.....	3 to 5 pts. Each
Notes.....	1 pt per section
Projects.....	20 pts per quarter

90% to 100% .....	A
80% to 89%.....	B
70% to 79%.....	C
60% to 69%.....	D
below 60%.....	F

II. HOMEWORK

There will be daily homework assignments given. Homework is not optional--it is required. It will be corrected and collected on a daily basis. Homework will be accepted one day late for half credit. In case of an excused absence full credit will be accepted two days for each day absent.

### III. MAKE-UP WORK

It is the student's responsibility to find out and make up any work missed due to an excused absence (all absences are to be cleared in the attendance office prior to returning to class). Missed tests must be made up outside of class time. The student has two days for every day missed to complete the missed work.

### IV. OTHER REQUIREMENTS

- A. All work in this class is to be done in pencil.
- B. The textbook is to be covered at all times.
- E. All steps are to be visible on all homework, tests and quizzes or credit may be withheld.
- F. Students are expected to go to the board and present problems. This is NOT optional!
- E. Cheating will not be tolerated.
- G. Common courtesy and good classroom behavior is expected from all.

### W. EXTRA HELP

I am available for extra help most days before and after school and during lunch. During lunch **MATH TUTORIAL** can be used for extra help.

### VI. ADDITIONAL INFORMATION

I update my website regularly please check it for class assignment guides. Also my grades will be posted onto Zangle. Please get your password and login information from the office.

Website: [http://www.asdk12.org/staff/neff\\_jennifer/](http://www.asdk12.org/staff/neff_jennifer/)

**Jen Neff**  
**PRECALC**  
neff\_jennifer@asdk12.org

**GRADING POLICY and PROCEDURES**

**I. GRADES**

Grades will be determined using the following system and the following scale:

Major tests.....	100 pts. each
Quizzes/graded assignments.....	5 to 50 pts. each
Homework.....	3 to 5 pts. Each
Notes.....	1 pt per section
Projects.....	20 pts per quarter

90% to 100% .....	A
80% to 89%.....	B
70% to 79%.....	C
60% to 69%.....	D
below 60%.....	F

**II. HOMEWORK**



There will be daily homework assignments given. Homework is not optional--it is required. It will be corrected and collected on a daily basis. Homework will be accepted one day late for half credit. In case of an excused absence full credit will be accepted two days for each day absent.

### III. MAKE-UP WORK

It is the student's responsibility to find out and make up any work missed due to an excused absence (all absences are to be cleared in the attendance office prior to returning to class). Missed tests must be made up outside of class time. The student has two days for every day missed to complete the missed work.

### IV. OTHER REQUIREMENTS

- A. All work in this class is to be done in pencil.
- B. The textbook is to be covered at all times.
- G. All steps are to be visible on all homework, tests and quizzes or credit may be withheld.
- H. Students are expected to go to the board and present problems. This is NOT optional!
- E. Cheating will not be tolerated.
- H. Common courtesy and good classroom behavior is expected from all.

### X. EXTRA HELP

I am available for extra help most days before and after school and during lunch. During lunch **MATH TUTORIAL** can be used for extra help.

### VI. ADDITIONAL INFORMATION

I update my website regularly please check it for class assignment guides. Also my grades will be posted onto Zangle. Please get your password and login information from the office.

Website: [http://www.asdk12.org/staff/neff\\_jennifer/](http://www.asdk12.org/staff/neff_jennifer/)

## **Jennifer Wadsworth Adventure Literature Syllabus**

1<sup>st</sup> Semester  
Room: 143

Conference Hours: Monday-Friday 8:00am-8:20am;  
Tuesday-Friday 2:15pm-3:30pm

**E-Mail Address:** [wadsworth\\_jennifer@asdk12.org](mailto:wadsworth_jennifer@asdk12.org)

### **DESCRIPTION**

Tales of Adventure date back to the earliest form of literature the Odyssey, the Iliad, and earlier stories. Often the main character will scale large mountains, go on amazing adventures on land or sea, overcome amazing obstacles, or travel to never-before-seen places. We will be reading action classics including *Treasure Island*. It will be action and adventure...and the authors will offer exciting and unforgettable stories.

In class, we will read short stories, poetry, and novels. And we will be reading two novels chosen from a prepared list for our outside reading. A creative project related to each chosen novel will be completed as well as our in-class assignments.

**All papers will be submitted electronically rather than in print form.** More about this later, too.

## **PROJECT SCHEDULE** (subject to modification)

Oct. 07          Project One  
Dec. 16          Project Two

## **REQUIRED SUPPLIES**

1. Flash Drive (min, 1G) , Google Doc, or similar cloud access for project storage and transfer from home to school computers and visa versa.
2. Notebook paper and writing utensils **every class !**

## **GRADING PLAN**

**Coursework will be weighted as follows:**

<b>Projects</b>	<b>50%</b>
<b>In-class work</b>	<b>40%</b>
<b>Attendances/ Participation</b>	<b>10%</b>

## **PROJECTS**

Course project due dates and scoring rubrics will be given to you for each project assignment. Projects will be due at the **beginning** of class periods on the due dates (unless specifically stated otherwise). **Projects will not be accepted later than the beginning of class on the date projects are due.** If you are absent from class when a project is due, it will be accepted late—but **only** if submitted upon your return and **only** if you have an excused absence with the office. **No Exceptions.** If you cannot attend class when a project is due and cannot provide an “acceptable” excuse, you should send your project to class with a friend, family member, or other person. **Technological problems will not be accepted as an excuse for late work (A crashed computer, broken printer, lost flash drive, left it at home on your computer, etc. is not an acceptable excuse).** The best idea is to complete your project **before** the due date so that you can troubleshoot any problems before presentation day.

All written components of your projects must be created within **Microsoft Office Word**. See me for approval of other software. **Do not email your project to yourself or to me.** We have a lot of problems with that.

## **QUIZZES/IN-CLASS WORK**

There will be quizzes and/or in-class work during the class period. Quizzes and in-class work will relate to current and *previous* topics. These may be given at *any* time during the class period—immediately after a lecture or presentation, at the beginning or end of class, etc. Except for excused absences, there will be no make-up quizzes and/or work—none even later during the same class period. Quizzes and/or work will be given only to those students who are present when the quizzes/work are passed out.

## **GENERAL RULES**

Personal laptops may not be open during class **or** in the computer lab. Smartphones need to be turned off and out of sight. There will be no personal music during class or lab time.  
None, zero, nada.

## GENERAL

Your recorded grades will be available in person on Thursdays between 2:30-3:30. Please remember to keep all returned work so that any discrepancies can be easily and fairly straightened out.

Your ideas, comments, suggestions, questions, grade challenges, etc. are welcome. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and attendance.

I have read and understand the requirements for this class:

Student: \_\_\_\_\_ date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ date: \_\_\_\_\_

## Jennifer Wadsworth Essay Composition Syllabus

1st semester

Room: 143

Conference Hours: Monday-Friday 8:00am-8:20 am;  
Tuesday-Friday 2:15pm-3:30 pm

**E-Mail Address:** [wadsworth\\_jennifer@asdk12.org](mailto:wadsworth_jennifer@asdk12.org)

## DESCRIPTION

This course incorporates an approach to the teaching of writing with a focus on descriptive and narrative essays. We will participate in both oral and written presentations. Composition will emphasize a structured study of descriptive and narrative writing. We will study sentence structure, grammar, and punctuation. Class time will be spent in various writing exercises. Essays will be written outside of class time.

**All papers will be submitted electronically rather than in print form.** More about this later, too.

## PROJECT SCHEDULE (subject to modification)

Oct. 07          Project One

## REQUIRED SUPPLIES

1. Flash Drive (min, 1G) , Google Doc, or similar cloud access for project storage and transfer from home to school computers and visa versa.
2. Notebook paper and writing utensils **every class!**

## GRADING PLAN

Coursework will be weighted as follows:

Projects	50%
In-class work	40%
Attendances/ Participation	10%

## PROJECTS

Course project due dates and scoring rubrics will be given to you for each project assignment. Projects will be due at the **beginning** of class periods on the due dates (unless specifically stated otherwise). **Projects will not be accepted later than the beginning of class on the date projects are due.** If you are absent from class when a project is due, it will be accepted late—but **only** if submitted upon your return and **only** if you have an excused absence with the office. **No Exceptions.** If you cannot attend class when a project is due and cannot provide an “acceptable” excuse, you should send your project to class with a friend, family member, or other person. **Technological problems will not be accepted as an excuse for late work (A crashed computer, broken printer, lost flash drive, left it at home on your computer, etc. is not an acceptable excuse).** The best idea is to complete your project **before** the due date so that you can troubleshoot any problems before presentation day.

All written components of your projects must be created within **Microsoft Office Word**. See me for approval of other software. **Do not email your project to yourself or to me.** We have a lot of problems with that.

## QUIZZES/IN-CLASS WORK

There will be quizzes and/or in-class work during the class period. Quizzes and in-class work will relate to current and *previous* topics. These may be given at *any* time during the class period—immediately after a lecture or presentation, at the beginning or end of class, etc. Except for excused absences, there will be no make-up quizzes and/or work—none even later during the same class period. Quizzes and/or work will be given only to those students who are present when the quizzes/work are passed out.

## GENERAL RULES

Personal laptops may not be open during class **or** in the computer lab. Smartphones need to be turned off and out of sight. There will be no personal music during class or lab time.

None, zero, nada.

## GENERAL

Your recorded grades will be available in person on Thursdays between 2:30-3:30. Please remember to keep all returned work so that any discrepancies can be easily and fairly straightened out.

Your ideas, comments, suggestions, questions, grade challenges, etc. are welcome. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and attendance.

I have read and understand the requirements for this class:

Student: \_\_\_\_\_ date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ date: \_\_\_\_\_

## **Jennifer Wadsworth Journalism Syllabus**

1st semester  
Room: 143

Conference Hours: Monday-Friday 8:00am-8:20 am;  
Tuesday-Friday 2:15pm-3:30 pm

**E-Mail Address:** [wadsworth\\_jennifer@asdk12.org](mailto:wadsworth_jennifer@asdk12.org)

### **DESCRIPTION**

The responsibility of practicing good journalism is essential to a democratic society. We will study the impact of the First Amendment on the press and how it impacts journalism. And we will look at the journalist's ethical responsibilities and how the history of the press in America has shaped our country. We will discover the role that the evolution of technology has played in the field of journalism as well.

We will look into the challenges of producing unbiased reporting and how design elements affect the reader's experience with a publication. We will discover how a photograph can tell a story. And we will produce Steller's first electronic student paper.

**All papers will be submitted electronically rather than in print form.** More about this later, too.

## **PROJECT SCHEDULE** (subject to modification)

Oct. 07          Project One  
Dec. 16          Project Two

## **REQUIRED SUPPLIES**

1. Flash Drive (min, 1G) , Google Doc, or similar cloud access for project storage and transfer from home to school computers and visa versa.
2. Notebook paper and writing utensils **every class!**

## **GRADING PLAN**

**Coursework will be weighted as follows:**

<b>Projects</b>	<b>50%</b>
<b>In-class work</b>	<b>40%</b>
<b>Attendances/ Participation</b>	<b>10%</b>

## **PROJECTS**

Course project due dates and scoring rubrics will be given to you for each project assignment. Projects will be due at the **beginning** of class periods on the due dates (unless specifically stated otherwise). **Projects will not be accepted later than the beginning of class on the date projects are due.** If you are absent from class when a project is due, it will be accepted late—but **only** if submitted upon your return and **only** if you have an excused absence with the office. **No Exceptions.** If you cannot attend class when a project is due and cannot provide an “acceptable” excuse, you should send your project to class with a friend, family member, or other person. **Technological problems will not be accepted as an excuse for late work (A crashed computer, broken printer, lost flash drive, left it at home on your computer, etc. is not an acceptable excuse).** The best idea is to complete your project **before** the due date so that you can troubleshoot any problems before presentation day.

All written components of your projects must be created within **Microsoft Office Word**. See me for approval of other software. **Do not email your project to yourself or to me.** We have a lot of problems with that.

## **QUIZZES/IN-CLASS WORK**

There will be quizzes and/or in-class work during the class period. Quizzes and in-class work will relate to current and *previous* topics. These may be given at *any* time during the class period—immediately after a lecture or presentation, at the beginning or end of class, etc. Except for excused absences, there will be no make-up quizzes and/or work—none even later during the same class period. Quizzes and/or work will be given only to those students who are present when the quizzes/work are passed out.

## **GENERAL RULES**

Personal laptops may not be open during class **or** in the computer lab. Smartphones need to be turned off and out of sight. There will be no personal music during class or lab time.  
None, zero, nada.

## GENERAL

Your recorded grades will be available in person on Thursdays between 2:30-3:30. Please remember to keep all returned work so that any discrepancies can be easily and fairly straightened out.

Your ideas, comments, suggestions, questions, grade challenges, etc. are welcome. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and attendance.

I have read and understand the requirements for this class:

Student: \_\_\_\_\_ date: \_\_\_\_\_

## Jennifer Wadsworth Women's Literature Syllabus

1st semester

Room: 143

Conference Hours: Monday-Friday 8:00am-8:20 am;  
Tuesday-Friday 2:15pm-3:30 pm

**E-Mail Address:** [wadsworth\\_jennifer@asdk12.org](mailto:wadsworth_jennifer@asdk12.org)

## DESCRIPTION

This survey course will attempt to define a female tradition in literature. We will recognize the changing role women have experienced culturally, sexually, and psychologically through their writing and will also question bias and stereotypes that have defined women's roles. You will be encouraged to compare your contemporary attitudes toward women with the writing selections that will be discussed in class.

Two novels to be read outside of class will be chosen from a prepared list. Each of these choices will require a creative project and a written assignment. (More later)

**All papers will be submitted electronically rather than in print form.** More about this later, too.



## PROJECT SCHEDULE (subject to modification)

Oct. 07          Project One  
Dec. 16          Project Two

## REQUIRED SUPPLIES

1. Flash Drive (min, 1G) , Google Doc, or similar cloud access for project storage and transfer from home to school computers and visa versa.
2. Notebook paper and writing utensils **every class!**

## GRADING PLAN

**Coursework will be weighted as follows:**

<b>Projects</b>	<b>50%</b>
<b>In-class work</b>	<b>40%</b>
<b>Attendances/ Participation</b>	<b>10%</b>

## PROJECTS

Course project due dates and scoring rubrics will be given to you for each project assignment. Projects will be due at the **beginning** of class periods on the due dates (unless specifically stated otherwise). **Projects will not be accepted later than the beginning of class on the date projects are due.** If you are absent from class when a project is due, it will be accepted late—but **only** if submitted upon your return and **only** if you have an excused absence with the office. **No Exceptions.** If you cannot attend class when a project is due and cannot provide an “acceptable” excuse, you should send your project to class with a friend, family member, or other person. **Technological problems will not be accepted as an excuse for late work (A crashed computer, broken printer, lost flash drive, left it at home on your computer, etc. is not an acceptable excuse).** The best idea is to complete your project **before** the due date so that you can troubleshoot any problems before presentation day.

All written components of your projects must be created within **Microsoft Office Word**. See me for approval of other software. **Do not email your project to yourself or to me.** We have a lot of problems with that.

## QUIZZES/IN-CLASS WORK

There will be quizzes and/or in-class work during the class period. Quizzes and in-class work will relate to current and *previous* topics. These may be given at *any* time during the class period—immediately after a lecture or presentation, at the beginning or end of class, etc. Except for excused absences, there will be no make-up quizzes and/or work—none even later during the same class period. Quizzes and/or work will be given only to those students who are present when the quizzes/work are passed out.

## GENERAL RULES

Personal laptops may not be open during class **or** in the computer lab. Smartphones need to be turned off and out of sight. There will be no personal music during class or lab time.

None, zero, nada.

## **GENERAL**

Your recorded grades will be available in person on Thursdays between 2:30-3:30. Please remember to keep all returned work so that any discrepancies can be easily and fairly straightened out.

Your ideas, comments, suggestions, questions, grade challenges, etc. are welcome. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and attendance.

I have read and understand the requirements for this class:

Student: \_\_\_\_\_ date: \_\_\_\_\_

## **Jennifer Wadsworth World Literature Syllabus**

1st semester

Room: 143

Conference Hours: Monday-Friday 8:00am-8:20 am;  
Tuesday-Friday 2:15pm-3:30 pm

**E-Mail Address:** [wadsworth\\_jennifer@asdk12.org](mailto:wadsworth_jennifer@asdk12.org)

## **DESCRIPTION**

We will be reading two novels chosen from a prepared list for two “Book Projects.” These works will be your outside reading choices. A creative project and a writing assignment related to each chosen novel will be completed. (More later)

Our “Two Book Projects” are designed to supplement the traditional anthology used for World Literature and to encourage us to do independent reading and critical thinking.

Class time will involve the reading of selections chosen for their use in the study and analysis of literature. We’ll read short stories, poetry, drama, and in-class novels.

**All papers will be submitted electronically rather than in print form.** More about this later, too.

## **PROJECT SCHEDULE** (subject to modification)

Oct. 07          Project One  
Dec. 16          Project Two

## **REQUIRED SUPPLIES**

1. Flash Drive (min, 1G) , Google Doc, or similar cloud access for project storage and transfer from home to school computers and visa versa.
2. Notebook paper and writing utensils **every class !**

## **GRADING PLAN**

**Coursework will be weighted as follows:**

<b>Projects</b>	<b>50%</b>
<b>In-class work</b>	<b>40%</b>
<b>Attendances/ Participation</b>	<b>10%</b>

## **PROJECTS**

Course project due dates and scoring rubrics will be given to you for each project assignment. Projects will be due at the **beginning** of class periods on the due dates (unless specifically stated otherwise). **Projects will not be accepted later than the beginning of class on the date projects are due.** If you are absent from class when a project is due, it will be accepted late—but **only** if submitted upon your return and **only** if you have an excused absence with the office. **No Exceptions.** If you cannot attend class when a project is due and cannot provide an “acceptable” excuse, you should send your project to class with a friend, family member, or other person. **Technological problems will not be accepted as an excuse for late work (A crashed computer, broken printer, lost flash drive, left it at home on your computer, etc. is not an acceptable excuse).** The best idea is to complete your project **before** the due date so that you can troubleshoot any problems before presentation day.

All written components of your projects must be created within **Microsoft Office Word**. See me for approval of other software. **Do not email your project to yourself or to me.** We have a lot of problems with that.

## **QUIZZES/IN-CLASS WORK**

There will be quizzes and/or in-class work during the class period. Quizzes and in-class work will relate to current and *previous* topics. These may be given at *any* time during the class period—immediately after a lecture or presentation, at the beginning or end of class, etc. Except for excused absences, there will be no make-up quizzes and/or work—none even later during the same class period. Quizzes and/or work will be given only to those students who are present when the quizzes/work are passed out.

## **GENERAL RULES**

Personal laptops may not be open during class **or** in the computer lab. Smartphones need to be turned off and out of sight. There will be no personal music during class or lab time.

None, zero, nada.

## **GENERAL**

Your recorded grades will be available in person on Thursdays between 2:30-3:30. Please remember to keep all returned work so that any discrepancies can be easily and fairly straightened out.

Your ideas, comments, suggestions, questions, grade challenges, etc. are welcome. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and attendance.

I have read and understand the requirements for this class:

Student: \_\_\_\_\_ date: \_\_\_\_\_

## **Ken Varee**

### **Alaska Studies Syllabus**

Welcome to Alaska Studies. In this semester class we will look at the various aspects and issues that have driven the development of this state we call Alaska.

We'll begin with a philosophical discussion of what "community" means to us and how we view it through our own personal lenses, as well as how others view "community". In a state as large and diverse as Alaska, an awareness of this issue is critical to understanding the challenges facing Alaskans as we look to the past for guidance to our future.

Secondly, we'll look at how Alaska's immense size, geographic remoteness from other population centers, extreme northern climate, integration within the United States and vibrant indigenous cultures make Alaska a unique place.

Next, we'll delve into the current social, political, and economic issues that confront Alaskans. We'll test our knowledge through participation in the, "We the People of Alaska" student competition here at Steller this semester and for those teams that are willing and interested, in the statewide competition in April. All students will submit a research paper of four to five pages in length during this section on a current challenge facing Alaskans.

The fourth section of our study will focus on the historical forces that have shaped Alaska over time. A "history" is a narrative story about the ideas and actions of one or more social groups, interacting with the environment and other groups over time. Good historical narratives must be interpreted using multiple sources and multiple perspectives.

Finally, we will take our gathered knowledge and apply it in the "We the People of Alaska" student competition. Students will work in teams of 3-4 students to develop a position paper (essay) and create a

video of the presentation on the content. We will be developing these presentations over the course of the semester, but the major effort will take place in the last three weeks of the semester.

The semester schedule follows. Be aware that I reserve the right to alter the schedule based upon the needs of the class and other issues that may arise during the semester. So, the following schedule should be regarded as tentative.

#### Unit 1-What is community?

August 26 to September 6

Readings: Kafka: Fellowship and Kawagley: Alaska Native Education: History and Adaptation in the New Millennium

#### Unit 2-Alaska's Unique Geography

September 9-20

Resources: Maps and various books/websites on the regional geography of Alaska

#### Unit 3-Introduction to "We the People of Alaska"

September 23-27

Student teams will write a position paper on a controversial social, political, or economic issue and present it to the class.

Resources: Websites, books, etc.

#### Unit 4

Pre-contact Alaska to European Contact

September 30-October 21

Students will complete a three-part project on one of the Alaska native cultures

Contact to the Present

October 22-November 8

From European Exploration to Environmentalism

Using various resources, we will explore major themes in the post-contact era

#### Unit 5

We the People of Alaska Project Hearings

November 11-December 5

Research teams will complete their research to finalize their presentations to opposing teams in face-offs and finally to a panel of judges

**Ken Varee**  
**Passages Syllabus**  
**E-mail: Varee\_Ken@asdk12.org**

**Course Overview:**

This repeatable semester general elective credit course provides enrichment activities for high school students who are interested in expanding their understanding of an area of personal academic interest. This class is open to 9th-12th graders and will emphasize the application of academic knowledge and the development of sound student traits. The course is designed to help develop the academic foundations necessary to be successful in school and to help students transition from high school to college and gainful employment.

**Goals:** This class was inspired by Jefferson County Open Optional School's program. The Passage program will actively prepare students to transition from adolescence to adulthood by challenging them beyond their traditional comfort zones. The following are goals for each Passage:

1. Students will brainstorm their Passage with significant help from teachers, peers, and mentors in the area of their choosing. During this process students will search for areas to develop, and for ways to demonstrate the skills they use, improve, or acquire.
2. Students will develop a Passage proposal that will outline their goals for the semester. The written proposal must be presented to the mentoring group and teacher before the student actively begins the Passage process.
3. Students will be accountable for completion of the work set out in their proposal.
4. Upon successful completion of the Passage, the student presents a final written summary.
5. Students will be responsible for preparing a presentation to their class and the Steller community.

**Course grades will be determined by:**

- Self-assessment-mid-quarter evaluation, triad self-assessment scores, and final wrap up
- An organized journal or portfolio maintained throughout the semester, including notes from mentoring meetings, prewriting and drafting of proposals, and notes from resources and the Passage process itself
- Passage proposal completion
- Final write up
- Presentation to the community
- Attendance in class. Though there will be some time for independent work in the Passages, students are expected to be in class daily for class work and mentoring support, unless formal educational arrangements have been made
- Other requirements based upon the individual Passage

**Passages Timeline Overview*****Infant (week 1 and 2)***

- Log hours (10 hours minimum)
- Beginning brainstorms and basic information sheets
- Create peer committee
- Rough and final draft of your proposal is due

***Toddler (week 3 and 4)***

- Log hours (20 hours minimum)
- Continue gathering knowledge and implementing your proposal
- Finish your mid-quarter evaluations

***Childhood (Week 5 and 6)***

- Log Hours (30 hours minimum)
- Continue meeting with your peer committee and mentors to discuss progress

***Adolescence (teen) (week 7,8,9, and 10)***

- Log Hours (50 hours minimum)
- Complete your quarter self-evaluation
- Meet with teacher, peer committee, and mentors to discuss progress

***Adulthood (week 11 and 12)***

- Log Hours (60 hours minimum)
- Begin preparing for your presentation to the community

***Elder (week 13 and 14)***

- Log Hours (total 75 hours minimum)

- Complete your Passage by finishing your Passage write up as well as your final self-evaluation
- Present to your Passages class and then to the community.

**Generic weekly schedule for Passages:**

<b><u>Monday</u></b>	<b><u>Block 1</u></b>	<b><u>Block 2</u></b>
<b>Meet with your committee to discuss progress and goals.</b>	<b>Self work</b>	<b>Self work</b>

**THE PROPOSAL:**

You are to develop an idea for your Passage and you will brainstorm within your group to solidify this idea. Consider your readiness to approach your Passage in terms of past experiences, skills, motivation, resources, and personal strengths when you begin your brainstorming sessions.

You will be meeting with your advisor and committee to talk about your idea. Take notes on all responses and suggestions as you are developing your idea.

Write a ROUGH DRAFT using the guidelines below along with the specific Passage guidelines for the Passage you choose.

**HOW TO WRITE A PASSAGE PROPOSAL**

1. Describe your Passage in the opening paragraph. You could use the “newspaper format” of who, what, when, where, why, and how. Try to make your statements as clear as possible; write them as if someone who knew nothing about Passages is reading your proposal.
2. Tell why your Passage is a challenge to you and what risks (physical, financial, social, and intellectual) you expect to experience.
3. Describe your preparation for this Passage. Include your strengths, past experiences, and training you plan to pursue prior to beginning.
4. Describe the resources you have (personal strengths - motivation, knowledge, skills, abilities; people; books; materials; etc.) and the resources you will need and how you intend to obtain them.
5. Anticipate the greatest obstacles to completing your Passage. Describe the methods you can attempt to circumvent these obstacles.
6. Identify any possible peripheral, or secondary, learning that may occur.
7. Describe your first step in beginning this Passage. List the rest of your steps in order toward completion. Create a calendar with checkpoints and attach it to your proposal.
8. Choose a method of documenting your Passage. How will you show changes in skills, attitudes, behaviors, and knowledge? (Compile a list of ways to show progress.)
9. Include any requirements for your specific Passage type, if they are not already covered above. See the Passage descriptions for more information.



Give the typed rough draft of your proposal to your advisor, committee, parents, and anyone else involved with your Passage to ask for feedback. (Create sign off sheet) This process usually occurs more than once. It often takes more than two weeks for the rewriting process.

Make revisions and write a final draft of the proposal.

### **HOW TO WRITE A PASSAGE WRAP UP**

1. Describe your Passage as you proposed it. The description should be written clearly, with attention to main events and/or highlights, so a person unfamiliar with you and/or Steller could understand this experience. Balance a need to “summarize” the experience with the equal need to keep the “life” in your writing about this Passage experience.
2. Tell what you accomplished and how you know you reached your goals.
3. Tell what obstacles, challenges, and risks you encountered in this Passage and how you dealt with them. Describe unexpected events, setbacks, and opportunities.
4. Describe turning points or highlights within the experience. These can be documented with excerpts from your journal.
5. Describe peripheral or unanticipated learning that occurred in this Passage.
6. Explain whether or not your expectations were realistic and discuss how your Passage changed over the course of the semester.
7. Craft a closing statement that includes the following: how you feel about yourself and the completion of this Passage, why this Passage has made a difference in your life, and where you will go from here in further exploration or experiences.

**Passage wrap-ups are due on \_\_\_\_\_**

**Be ready for your formal presentation to the class on \_\_\_\_\_.**

**Be ready for your formal presentation to the community on \_\_\_\_\_.**

**Be ready to turn in your entire Passage portfolio with all documentation on \_\_\_\_\_.**

**(Passage final Checklist)**

### **ADVENTURE**

The focus of the Adventure Passage is a personal quest. This Passage is like the mythical hero’s journey. Leaving a familiar environment (physical, metaphysical, or emotional), he or she is tested

through challenges, known and unknown, internal and external. In the end, transformed by success, the hero returns to the world ready for a new role.

### **Specific Proposal Information**

- . Identify your **quest**. State the quest in terms of a personal goal that involves challenge and risk. Tell why this is an appropriate quest for you.
- . Tell *how* will you reach your quest. Be specific.
- . Describe experiences that have prepared you for the challenges and risks you will face. Include the following areas:
  - . **Courage** - the ability to reach a goal, or attempt a goal, in spite of fears. Identify the fears you have about this Passage and describe ways that you can confront and overcome them.
  - . **Endurance** - the ability to withstand difficulty, with finesse. You must go beyond merely “surviving” to demonstrate strength and perseverance.
  - . **Intelligent decision-making/responsibility in action**- The ability to consider important factors such as safety, support systems, itinerary, emotional and physical self-preservation, and contingency plans to deal with the unexpected.
  - . **Self-reliance in an unfamiliar environment** - the ability to apply skills and knowledge to new situations. Show how you will apply learning from past experiences to your quest.
- . *HOW YOU WILL KNOW IF YOU HAVE REACHED YOUR QUEST?*

### **Requirements**

- . Develop a detailed plan which includes itinerary with check-in dates, budget, equipment list, emergency procedures, contact names, addresses and phone numbers, needed resources, and any other relevant information.
- . Keep a portfolio with a description of your readiness to begin with documentation of significant events, challenges, risk-taking, problem-solving, and decision-making during the Passage process. Show how you have changed and become more self-aware.
- . Include documentation generated from other sources, such as copies of letters sent and received, diagrams, maps, drawings, photographs, summaries of books and readings, along with feedback from those who have supported you on your quest.
- . Describe your newfound vision resulting from your quest.
- . Complete research notes with a bibliography.
- . Completed a Passage log as per the provided rubric.
- . Present all of your findings to the community.

## **CAREER EXPLORATION**

In this Passage you will explore a career related to your interests, passions, talents, and experiences. You may choose a vocation that would allow you to carry out your mission in life “create the world that ought to be.” Essential parts of this Passage are interviews, hands-on-experience in the chosen career, a résumé, an investigation into the training or education necessary to enter this field, and an exploration of related fields.

### **Specific Proposal Information**

- . Explain what field you will be studying in and why.
- . Have a consultant that you have talked to and has agreed to work with you. Include a tentative schedule for checking in with your consultant.
- . Explain what you have already done to prepare for this exploration. Describe classes, trips, experiences,

community service, internships, apprenticeships, or jobs. Show how these activities motivated or inspired you to investigate this career field even if they involved different areas.

- . Describe methods you will use to complete this Passage. Possibilities include interviews, job shadowing, apprenticeships, internships, or on the job training.
- . Set up a timeline with dates for completing specific tasks.

### Requirements

- . **Interviews:** Interview people who are working in your field. List people to interview and tell why you selected each one. Prepare a questionnaire to use in interviewing people to get information about the necessary skills, attitudes and personal characteristics for this career. You may also want to find out what preparation is needed and what the rewards and challenges are. Keep a record of the interviews and complete an interview wrap-up, where you reflect on what you learned about the field based on those that are making a living in it.
- . **Internship/Fieldwork:** Part of your time should be spent in the field through shadowing, internships, apprenticeships, and/job training. A log of hours and experiences should be kept.
- . **Research:** Explain what education or training might be involved in order to prepare for this career, including specific schools or places that you might investigate.
- . **Résumé:** Create a résumé that reflects what you learned and accomplished in this Passage.
- . Complete research notes with a bibliography.
- . Complete a Passage log as per the provided rubric.
- . Present all of your findings to the community.

## CREATIVITY

In the Creativity Passage you will explore a concept, develop a design, and carry out a process to make a unique personal final product. The intent of this Passage is to help you understand the creative process, yours and others'. The ability to create is not "mystical" or a natural gift possessed only by a few. It is a process of generating ideas, planning, solving problems, and making changes and understanding WHY you made them. Creativity is not limited to the arts!

An essential component of this Passage is to ***extend skills and interests to a level of excellence in an area in which you have previous experience and expertise.*** Experience and expertise may have been acquired in a variety of ways, including classes, independent studies, or apprenticeships.

### Specific Proposal Requirements

- . Describe the background research that you will need to do. Include topics that you plan on researching, outside materials, locations, and mentors you will need to visit with or contact.
- . List of materials and equipment with possible sources and an estimated budget.

### Requirements

- . Keep a record of the creative process in the form of a journal, portfolio, photos, slides, film, videotape, drawings, notes, audiotapes, or other forms of documentation. Use documentation to get in touch with the mental processes involved in creating, such as brainstorming, deciding, planning, and changing directions.
- . Research and take notes on styles, examples of what you are studying, artists, etc. Explore creative

examples that have used similar topics and mediums.

- . Present a completed project or a product in finished form along with process documentation and summary for final wrap-up with committee.
- . Consider a show or performance to a larger audience.
- . Complete research notes with a bibliography.
- . Complete a Passage log as per the provided rubric.
- . Present all of your findings to the community.

### **Community Involvement**

This Passage gives you the opportunity to help create the world that ought to be. This is your chance to see that education truly does exist outside the walls of the school. The process of completing this Passage will help broaden your worldview. One person really *can* make a difference! You are to choose an issue about which you are passionate: one that affects your life and that you believe you can affect. Try to find a topic that you have been exposed to in the past, through classes, trips, or personal life experiences.

### **Specific Proposal Requirements**

- . Identify the topic you are going to study and work to improve. Explain why you chose that topic.
- . Describe your plan for carrying out research, action, and education.
- . If you are planning to take action outside of school, discuss when you plan on volunteering, where, and how you will get there.

### **Requirements:**

- . The Research: Students are to write a formalized research paper using resources and documentation to support a thesis. The Passage should focus on all facets of the issue that you have chosen.
- . Community Service/Action: Get involved in a community service project, apprenticeship, or other action, which you believe will make a difference. Documentation is necessary.
- . The Education of Others: Educating others could include a presentation, organizing a teach in, teaching a class, creating a website, initiating a letter writing campaign, or finding some way to raise the awareness of the issue.
- . Demonstration of the Passage should be in the form of a portfolio that reflects the three major components of this Passage: the research, community service, and the education of others.
- . Complete a Passage log as per the provided rubric.
- . Present all of your findings to the community.

### **LOGICAL INQUIRY**

A Logical Inquiry Passage is a mental challenge, following a process to discover an answer to a question or problem that has personal meaning and relevance to you. This Passage is about thinking and rethinking a problem, introducing a variable, and measuring the effects of that variable. The process demands the use of reasoning, problem-solving, research, investigation, data collection, analysis, synthesis, conclusions, and self-critique.

### **Specific Proposal Requirements**

- . Identify what topic or problem you will be studying and why you have chosen it.

- . Discuss different experimental methods you might use to carry out your project. See #3 below.

### **Requirements:**

- . Identify a topic or problem to study and research using the appropriate application of the scientific method.
- . Conduct a review of the literature related to your inquiry to help solidify your understanding of the topic and identify an appropriate course of study. This is a critical step and will help eliminate obstacles.
- . Identify the best approaches to studying your topic or problem and complete your investigation using at least one of the methods below.
- . **Research through scientific literature:** Review and evaluate scientific literature on a chosen topic. Show your findings in a research paper.
- . **Explore the effects of science on society:** Research and show how a particular aspect of science affects society and people's lives. Show your findings in a paper.
- . **Integrate or apply science:** Explain how something works or why something happens by integrating scientific concepts or principles from two or more fields of science. You may also create a working model and show your findings in a paper.
- . **Conduct experimental research based on a hypothesis:** Carry out a study or experiment using a hypothesis, control, variables and experimental design. The type and scope of analysis will depend on the data collected. Show your findings in a paper.
- . **Conduct naturalistic research based on case studies:** Select a field of study. Observe and record observations over time, then draw conclusions. Report findings in a paper.
- . Complete research notes with a bibliography.
- . Complete a Passage log as per the provided rubric.
- . Present all of your findings to the community

### **PRACTICAL SKILLS**

Generally speaking, in a Practical Skills Passage you do something for yourself that ordinarily someone else has done for you, such as baking bread or building a 747. Often this involves a manual skill and will yield some product besides a journal or written description of what you have done. If you are a "hands-on" person, you may want to do this Passage first. However, you should not limit your thinking to manual skills exclusively. For example, students have completed this Passage through such activities as learning a second language, living on their own, and improving communication skills.

### **Specific Proposal Information**

- . Identify and list the practical skills you will master and demonstrate through this Passage.
- . Indicate your current skill level and how you have depended on others in the past.
- . Identify the RISKS you will be taking and tell how you will deal with them.
- . Include a proposed budget and a list of materials.
- . Indicate what kind of documentation you will use. It is essential that your documentation be detailed, clear, and specific.

### **Requirements**

- . Documentation of your growth and work on this practical skill. This could include a journal, log, examples, reflections, and more. Possibilities include photographs, journals, videos, portfolios, or letters of reference. The best documentation is actual performance of the skills.
- . Research in the area. This could include reading how-to manuals, research background knowledge related to the skills, looking at examples of finished products, and more.
- . If applicable, enlist the help of an expert in this field and seek opportunities to take classes from them or work with them. For example, if you are learning to cook, sign up for a cooking class outside of school.
- . Complete research notes with a bibliography.

- . Complete a Passage log as per the provided rubric.
- . Present all of your findings to the community.

### **Passage Committee (Triads) Expectations:**

Passage committees are peer support groups which aid students in personal, social, and intellectual growth throughout the entire Passage process.

Expectations:

- . All students participating in a Passage class must be a part of a committee.
- . Committee members must be at every Passage meeting.
- . Each committee member will read, edit, and give feedback on all work done for Passage work. This includes proposals, wrap-ups, portfolios, and all other documentation used to show progress throughout the Passage.
- . Committee members must actively participate in Passage meetings by asking questions, giving thoughtful commentary, and helping each member of the committee implement their proposals.
- . Committees will meet weekly to share progress on their proposals.
- . Committees are to evaluate their effectiveness on a regular basis and hold one another accountable for their goals.
- . Committees will be formally evaluated throughout the semester.

### **Passage Log Requirements:**

The Passage log is essential in documenting the time and effort you put into your Passage, as well as a narration for you to reflect upon after the project is complete. You need to add to your log **every time you work on your project!**

Your log will consist of four major parts (refer to the example entry below):

- . **The Date:** Log every day you spend working on the project.
- . **Hours:** Record how much time you spend working.
- . **Description:** This section should be in a list format. You should describe the tasks that you complete within this section with more than just a single word description.
- . **Narrative:** This section should detail the tasks you accomplished for this entry. This section should be in a short paragraph format. You must use complete sentences and proper grammar. Be sure to reflect on the details you accomplished for this entry, including but not limited to the following: What decisions did you make today? Why did you make them? Were they the best options? What resources did you use to help you complete today's tasks? What obstacles did you come across today and how did you resolve them? What did you learn today?

The more detail and description you have in your log book, the more effective it will be during the reflective aspect of your project.

### **Sample Log:**

Date: 2/13/2012

Hours: 1 hour 13 minutes

Description:

1. Listened to a presentation on how to begin a career in marine biology

2. Watched three Youtube videos about marine biology:

Video one: When Orcas attack

Video two: Coral reef destruction

Video three: Sea World trainers

3. Began reading an academic article

Narrative: Today was a slow day because I didn't get to see the interesting aspects of marine biology. I did get to listen to a presentation on how to get into this field. I took some notes and found some of this information helpful as I prepare to pursue this as career. I spent the rest of the day watching three different videos. The first was really of no interest to me because I already know a lot about Orcas and their feeding. The second video was cool to see because it described how humans are destroying coral reefs. The third video reminded me why I am interested in pursuing this career. The animals were so awesome during the show. I can't wait to major in Marine Bio to work with these animals on a daily basis.

Parent Permission Form for Passages:

Mid-quarter Evaluation

Quarter Evaluation

Triad Evaluation mid-quarter

**Ken Varee**  
**US Government Syllabus**  
**We The People**

This semester study of American Government will center around “We The People: The Citizen and the Constitution”. The goal is to prepare for the “We The People” local competition on December 4<sup>th</sup>.

The semester will be divided into the study of five different units:

Unit 1: This section will deal with the philosophical and historical foundations of the American Political System. We will the thinking and events that drove the creation of the Constitution.

Unit 2: This section will focus on the how the Framers created the Constitution, including the major issues requiring compromise to enable its ratification. This will include the Federalist/Anti-Federalist positions that are still part of our national debate today.

Unit 3: This unit will focus on how and why the Constitution has been amended and the impacts of those amendments on the ideals of the Constitution. We will also look at the impact of Supreme Court rulings based on the concept of Judicial Review.

Unit 4: Here we will look at how the Constitution has shaped the evolution of the three branches of the federal government and the relationship between the Federal and State governments.

Unit 5: The Bill of Rights and how it affects us will be the focus of this unit.



The course of study for this semester will roughly follow the following calendar. Keep in mind that I may alter the calendar to meet the demands of time and the ability of the class to master important concepts.

Unit 1: August 26-September 13

Readings: pgs. 1-49

Unit 2: September 15-October 4

Readings: pgs. 57-97

**Test: Thursday, Oct. 10 on Units 1-2**

Unit 3: October 7-25

Readings: pgs. 103-135

Unit 4: October 28-November 1

Readings: pgs. 141-183

Unit 5: November 4-22

Readings: pgs. 191-233

**Test: Tuesday, November 26 on Units 3-5**

Preparation for “We the People” competition: November 25-December 4

Teams will engage in mock legislative committee hearings

## **Ken Varee** **U.S. History-'13-'14**



This is a semi-chronological study of World/US History from the 1700's to the present. This class will include assorted readings and/or student-designed projects, seminar discussions, writing in response to prompts, as well as essay tests. Some simulations may also be included.

The first semester will deal with issues in the period from the 1760's to the late 19th century and the second semester will bring us up to the present.

In this first quarter, we will look at the nature of governments and the transformation from monarchies to democracy and how that played out on the American frontier and the relationship between the American colonies and the rest of the world.

Our focus will be on the basic themes of the study of history in general, which includes the following:

***The Character of History:*** A student should understand that history is a record of **human experiences** that links the **past to the present and the future.**

***The Content of History:*** A student should understand **historical themes** through factual knowledge of **time, places, ideas, institutions, cultures, people, and events.**

***The Skills and Processes of Historical Study:*** A student should develop the **skills and processes of historical inquiry.**

***Application of History:*** A student should be able to **integrate historical knowledge with historical skill** to **effectively participate as a citizen and as a lifelong learner.**

**The proposed coursework for the first quarter will include the following:**

**Part I**

Readings: “Of Civil Government”, by John Locke; “Declaration of Independence”, by Thomas Jefferson; The Constitution of the United States of America, and other readings as assigned.

Test date: Friday, September 21

**Part II**

Readings: “Federalist 10”, by James Madison; Andrew Jackson’s First Inaugural; text readings TBA; and other readings as assigned.

Paper due date: Monday, September 30

Test date: Thursday, October 17

**The proposed coursework for the second quarter will include the following:**

Manifest Destiny

Reform Era

Civil War/Reconstruction

Westward Movement

**Part I**

Assignment: Read Chapters 4, 5, and 6

Test date: **Friday, November 8**

**Part II**

Assignment: Read Chapters 7 and 8

Project due date: **Wednesday, November 27**

Test date: **Thursday, December 5**

**Lee Weiland**  
**Steller Secondary English 9-12**

Hi students and families!

My name is Lee and it is wonderful to be one of the instructors here at Steller. I'm looking forward to a wonderful year and am committed to and excited about helping students grow intellectually and develop an appreciation and a sense of responsibility for the world and the people around them.

The classroom is going to be a safe and positive environment where students can hone new skills, problem-solve, and expand their creativity, while learning and working with peers in a positive and friendly atmosphere.

Within the classroom, there are three expectations to which students will be held: 1) be a respectful person (respect oneself, others, and the school), 2) be a problem solver (Don't be the problem, solve the problem. If you can't solve it alone, get help solving it.), and 3) be a hard worker (pay attention, listen to instruction, be on time, and do your work).

Students will also learn to take pride in being responsible for developing pieces of authentic work and performing jobs to help each other maintain a clean, safe working environment.

I thank you for your understanding, invite open communication, and look forward to seeing you throughout the year!

Sincerely,  
Lee Weiland  
weiland\_lee@asdk12.org

## Course Description

This class will focus upon developing a more in-depth understanding of the English language and using it to express oneself through writing as well as more accurately understand the writing of others. These skills will be developed through project based learning and interdisciplinary studies which emphasizes reading, writing, listening, visual expression (projects), and active expression (presentation). There are limitless applications of this type of class and I greatly anticipate what challenges will be overcome and what will be designed and created throughout this year.

## Coursework and Grading Policy

As a teacher, I hope to encourage students to set high standards for themselves, learn how to adapt and problem-solve, master concepts, and go beyond what is expected.

**Project Grades** are based on **3 C's**: **Craftsmanship**, **Clarity of expression**, and **Commitment**

**Writing Grades** are based on craftsmanship, spelling, grammar, punctuation, and correctness.

**Daily Journal Writing:**           **100 points per day for active participation**

Each day, students will write in their journals according to an assigned theme prior to the start of class.

**5 Minutes Daily Reading:**       **100 points per day for active participation**

We will spend 5 minutes each day reading together in a variety of ways. Be ready to participate!

**Vocabulary Activity:**           **100 points per day for active participation**

We will study the essential vocabulary for the literature for this class as well as for HSGQE preparation.

**Projects:**                       **100 point grades**

Such assignments will include reading, writing, listening, visual expression (projects), and active expression (presentation) and may last for one or several sessions.

### **Make-Up Work:**

A student has 2 days for every 1 day of unexcused absence to make-up work for full points. Remember, however, that being in the classroom for guided practice, seeing other students' work, and critique prepares a student for success. **Frequent absences**, even if excused, can result in **lower performance and therefore a lower grade**.

### **Late Work:**

Work is due at the time specified. Work turned in 1 day late is -10 points. Work turned in later than 1 day receives half credit.

### **Final Grade Course Average:**

100-90 = A     89-80 = B     79-70 = C     69-60 = D     59-0 = F

## Attendance Policy

**Being in the classroom is crucial** for any student. This is where the instruction, work, interaction, and critique take place. Actually being *immersed* in study, whatever the subject matter may be, is what helps a student develop the most, so **attendance is of the utmost importance**.

**Tardies**

Being late to work, appointments, class, and etc. does a disservice not only to the individual who is late, but also to those who are waiting for the tardy person. Please make it your personal goal to develop a high regard for other people's time as you arrive to class early and prepared. Pre-class instructions will be posted each day for your convenience.

More than 3 tardies will result in a phone call home and a conference with the student's advisor.

**Unexcused Absences:**

Absences require an official excuse to be submitted through the office.

Unexcused absences will result in a phone call home and a conference with the student's advisor.

**Supplies**

1. Daily Planner that has three holes and can be clipped into a binder.
2. 2 inch or more 3 ring binder
3. Journal without lines
4. Journal with lines

\*If you have both Study Skills and English, you'll only need one of each.

**Food & Drink**

Nutrition is just as important as academics. A healthy diet contributes to a healthy brain, which is very important for learning. Please bring good, healthy, nutritional food and drink choices to class in case you get hungry or thirsty. Sodas and candy are simply not permitted in the classroom.

**Dress Code**

See ASD student handbook for specific dress code expectations.

**Electronic Devices**

Research indicates that electronic devices, cell phones, and games hinder neural development. Therefore, we will have a cell phone and electronic device free classroom so that you can have the best environment in which to learn.

**Agreement**

By signing this agreement, you acknowledge that you have read, understood, and accept the expectations and requirements of this course.

Student's name (print): \_\_\_\_\_

Student signature: \_\_\_\_\_

Parent/Guardian's name (print): \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_

**Lee Weiland**  
**Steller Secondary Study Skills**

Hi students and families!

My name is Lee and it is wonderful to be one of the instructors here at Steller. I'm looking forward to a wonderful year and am committed to and excited about helping students grow intellectually and develop an appreciation and a sense of responsibility for the world and the people around them.

The classroom is going to be a safe and positive environment where students can hone new skills, problem-solve, and expand their creativity, while learning and working with peers in a positive and friendly atmosphere.

Within the classroom, there are three expectations to which students will be held: 1) be a respectful person (respect oneself, others, and the school), 2) be a problem solver (Don't be the problem, solve the problem. If you can't solve it alone, get help solving it.), and 3) be a hard worker (pay attention, listen to instruction, be on time, and do your work).

Students will also learn to take pride in being responsible for developing pieces of authentic work and performing jobs to help each other maintain a clean, safe working environment.

I thank you for your understanding, invite open communication, and look forward to seeing you throughout the year!

Sincerely,  
Lee Weiland  
weiland\_lee@asdk12.org

## Course Description

A successful student has the challenges of assimilating new information, researching various subject matter, maintaining organization, managing one's time, and expressing information and new ideas through design, creation, and presentation. This class will focus upon developing those skills through various strategies and interdisciplinary studies which emphasizes reading, writing, listening, visual expression (projects), and active expression (presentation). There are limitless applications of this type of class and I greatly anticipate what challenges will be overcome and what will be designed and created throughout this year.

## Coursework and Grading Policy

As a teacher, I hope to encourage students to set high standards for themselves, learn how to adapt and problem-solve, master concepts, and go beyond what is expected.

**Daily Journal Writing: 100 points per day for active participation**

Each day, students will write in their journals according to an assigned theme prior to the start of class.

**5 Minute Study Skills: 100 points per day for completion**

Five minutes will be spent each class focusing on various study skills, such as the use of graphic organizers, memorization strategies, and other useful practices.

**Organization: 100 points per day**

This is based upon maintaining an organized class binder.

**Planner: 100 points per day**

This is based upon maintaining a planner organizing the classroom activities and assignments for all classes.

**Prioritization: 100 points per day**

This is based upon having assignments from other classes prioritized according to a star and number system in the planner for work time in study skills.

**Work Time: 100 points per day for active participation**

This is based upon using the bulk of the study skills time to attend to students' coursework across all classes.

**Extra Time: 100 points per day for active participation**

If a student has extra time after completing his or her work, they will have the opportunity to participate in a reading, writing, or drawing activity to encourage further academic progress.

### Make-Up Work:

A student has 2 days for every 1 day of unexcused absence to make-up work for full points. Remember, however, that being in the classroom for guided practice, seeing other students' work, and critique prepares a student for success. **Frequent absences**, even if excused, can result in **lower performance and therefore a lower grade**.

### Late Work:

Work is due at the time specified. Work turned in 1 day late is -10 points. Work turned in later than 1 day receives half credit.

### Final Grade Course Average:

100-90 = A    89-80 = B    79-70 = C    69-60 = D    59-0 = F

## Attendance Policy

**Being in the classroom is crucial** for any student. This is where the instruction, work, interaction, and critique take place. Actually being *immersed* in study, whatever the subject matter may be, is what helps a student develop the most, so **attendance is of the utmost importance**.

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Being late to work, appointments, class, and etc. does a disservice not only to the individual who is late, but also to those who are waiting for the tardy person. Please make it your personal goal to develop a high regard for other people’s time as you arrive to class early and prepared. Pre-class instructions will be posted each day for your convenience.

More than 3 tardies will result in a phone call home and a conference with the student's advisor.

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\*If you have both Study Skills and English, you'll only need one of each.

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Nutrition is just as important as academics. A healthy diet contributes to a healthy brain, which is very important for learning. Please bring good, healthy, nutritional food and drink choices to class in case you get hungry or thirsty. Sodas and candy are simply not permitted in the classroom.

**Dress Code**

See ASD student handbook for specific dress code expectations.

**Electronic Devices**

Research indicates that electronic devices, cell phones, and games hinder neural development. Therefore, we will have a cell phone and electronic device free classroom so that you can have the best environment in which to learn.

**Agreement**

By signing this agreement, you acknowledge that you have read, understood, and accept the expectations and requirements of this course.

Student’s name (print): \_\_\_\_\_

Student signature: \_\_\_\_\_



Parent/Guardian's name (print): \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_

## **Leigh Anne Bonney**

### **Global Geography Syllabus**

This class will explore the issues that affect people worldwide. We will study the physical and human geography of our world and look at our impact and relationship with our environment. This course will focus on the social, political, cultural, and geographic forces that have created contemporary world “hot spots.” We will spend much of our time “unpacking” current events that are happening worldwide and trying to reach an understanding of the causes of these conflicts and problems. We will look at how these events are tied to the land, people, and history of where they are happening. We will also look at major issues our planet faces, such as carrying capacity and globalization. The class will be taught using a variety of methods, including projects, discussions, debates, research, and more.

#### **Grading Scale**

A=90%+

B=80%-89%

C=70%-79%

D=60%-69%

F=59% and below

#### **Late Work**

Assignments turned in late will be given at most 60% of the assigned value. Students can turn in an assignment late up to two weeks from the date due. After two weeks, it is too late to receive credit for that assignment.

#### **Absences**

If you are absent, it is your job to ask for and pick up make-up work. For excused absences, you have one day for every day absent to get work made up. For unexcused absences, you do not get the opportunity to make

up work. For prearranged absences, work must be turned in when you return. Please give me time to gather work for pre-arranged absences.

### **Daily Work and Homework**

Students will have regular daily work. For in class assignments, students will be able to take work home to finish up, as long as they were working productively on the assignment in class.

Homework is given regularly, but not nightly. Homework should be completed before coming to class and will be counted as late if it is being worked on in class the day it is due.

### **Projects**

Projects are a great opportunity to go in depth on a subject. Time in class will be given to work on projects, but during major projects students should be working on them at home as well. Project requirements and due dates will be handed out with the introduction of the projects.

### **Tests**

Tests will always be announced beforehand and students will be given a study guide of topics they are responsible for knowing. Tests will include short answer and longer essays. NO notes are allowed on tests.

### **Plagiarism (COPYING)**

According to Wikipedia, “plagiarism, as defined in the 1995 Random House Compact Unabridged Dictionary, is the ‘use or close imitation of the language and thoughts of another author and the representation of them as one's own original work’.”

This includes copying someone else’s homework, test, or assignments; cutting and pasting information from the internet or a book; or rewriting information from a source by changing a word or two and switching the order of sentences.

Any sort of copying will result in a zero on that assignment. Students who hand others their assignments to copy will also receive a zero. Plagiarism or copying of tests and projects and repeat offenders of copying will face disciplinary consequences.

### **Contact Information**

Email is the easiest way to contact me. My email address is [bonney\\_leigh@asdk12.org](mailto:bonney_leigh@asdk12.org).

Grades will be available to view on Zangle. I also maintain a website at [sites.google.com/site/leighanneatsteller/](https://sites.google.com/site/leighanneatsteller/) where I post a class calendar and some assignments, and project requirement sheets.

Please acknowledge that you have read the above information.

---

Student Signature

Parent Signature

## **Leigh Anne Bonney Sociology Syllabus**

**Contact Information:** bonney\_leigh@asdk12.org

**Length of Class:** One Semester

**Credit Count:** .50 social studies elective or elective credit

### **Description**

The goal of this class is to create an environment where students can respectfully and intelligently discuss topics that are important to them and society. Sociology is the study of society and humans within that society. Topics will include society, culture, socialization, deviance, social stratification, minority issues, etc. Sample questions in Sociology include: What roles do families play in society? What role does money play in creating groups in society? How do schools shape human behavior? Why do people join gangs?. Participation is mandatory in the class.

### **Class Requirements**

The heart of seminar is the exploration of ideas through reading, writing and discussion. Every piece we read in this class will be “close-read” first in small groups, and once we do this we will “seminar” the piece as a class. During reading, students are expected to take coaching notes on the pieces, writing down comments, paraphrases, questions, and vocabulary definitions.

Homework for this class will consist of pre-writes (written before we seminar) and post-writes (written after we seminar).

Grades will be based on the following components:

40 % Coaching (participation and notes)

25 % Seminar (participation)

35 % Pre-write/Post-write Assignments

## Grading Scale:

- . A = 90% - 100%
- . B = 80% - 89%
- . C = 70% - 79%
- . D = 60% - 69%
- . F = 0% - 59%

## Coaching

Students will be working in small groups to read through and discuss text. Everyone is expected to participate in their group through volunteering to read passages out loud, bring forth ideas on the meaning, bringing up question about understanding, etc. Participation in coaching will be assessed through teacher observations and student self-evaluations.

Students are also expected to take detailed “coaching notes” where they write directly on the text. Things included on coaching notes are definitions of words, paraphrasing of passages, questions, and connections. Basically students are having a conversation with the piece and need to show that they read deeply into the text. Coaching notes are due with post-writes after each reading.

## Seminar

A seminar discussion will be held after each reading piece has been coached through. Student participation is essential for seminars to be deep and meaningful. Every student is expected to show up with their piece, participate by referring to the text and following threads of conversation, and actively listening to others. Seminar grades are given through teacher assessment and student self-evaluation.

## Pre and post writes

Each piece will have pre-write, which will be done before the seminar date and a post-write, which is assigned the day of the seminar. Both need to refer to the piece and post-writes need to be in final draft format.

## Late Work

Assignments turned in late will be given at most 60% of the assigned value. Students can turn in an assignment late, up to two weeks from the date due. After two weeks it is too late to receive credit for that assignment.

## Absences

If you are absent, it is your job to ask for and pick up make-up work. For excused absences, you have one day for every day absent to get work made up. If you miss a seminar day, you will be responsible for completing a Seminar make up essay. If you miss a coaching day, you are responsible for reading through the material you missed. For unexcused absences, you do not get the opportunity to make up work. For prearranged absences, work must be turned in when you return. Please give me time to gather work for pre-arranged absences.

## **Leigh Anne Bonney**

### **U.S. History Class Syllabus**

This course will focus on early American history. Who was here before Columbus arrived and what happened when he and other Europeans showed up? The Thirteen Colonies and colonization will be studied. We will also study the American Revolution, the forming of a new nation, and early United States history. Students will learn through readings, discussions, classroom activities, and a variety of teaching methods.

#### **Grading Scale**

A=90%+

B=80%-89%

C=70%-79%

D=60%-69%

F=59% and below

#### **Late Work**

Assignments turned in late will be given at most 60% of the assigned value. Late work can be turned in up to two weeks after the due date, after that the assignment value will be a 0.

#### **Absences**

If you are absent, it is your job to ask for and pick up make-up work. For excused absences, you have one day for every day absent to get work made up. For unexcused absences, you do not get the opportunity to make up work. For prearranged absences, work must be turned in when you return. Please give me time to gather work for pre-arranged absences.

#### **Daily Work and Homework**

Students will have regular daily work. Students need to make up missing in class work when absent. For in class assignments, students will be able to take work home to finish up as long as they were working productively on the assignment in class. Students will be using interactive notebooks that stay in the classroom and are graded weekly. This will hopefully help with organization and will serve as a portfolio of what has been done in class.

Homework is given regularly, but not nightly. Homework should be completed before coming to class and will be counted as late if it is being worked on in class the day it is due.

### **Projects**

Projects are a great opportunity to go in depth on a subject. Time in class will be given to work on projects, but during major projects, students should be working on them at home as well. Specific project details will be handed out at a later date.

### **Tests**

Tests will always be announced beforehand and students will be given a study guide of topics they are responsible for knowing. Tests will include short answer and longer essays. NO notes are allowed on tests.

### **Plagiarism (COPYING)**

According to Wikipedia, "plagiarism, as defined in the 1995 Random House Compact Unabridged Dictionary, is the 'use or close imitation of the language and thoughts of another author and the representation of them as one's own original work'."

This includes copying someone else's homework, test, or assignments; cutting and pasting information from the internet or a book; or rewriting information from a source by changing a word or two and switching the order of sentences.

Any sort of copying will result in a zero on that assignment. Students who hand others their assignments to copy will also receive a zero. Plagiarism or copying of tests and projects and repeat offenders of copying will face disciplinary consequences.

### **Contact Information**

Email is the easiest way to contact me. My email address is [bonney\\_leigh@asdk12.org](mailto:bonney_leigh@asdk12.org).

Grades will be available to view on Zangle. I also maintain a website at [sites.google.com/site/leighanneatsteller/](https://sites.google.com/site/leighanneatsteller/) where I post a class calendar and some assignments, and project requirement sheets.

Please acknowledge that you have read the above information.

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Student Signature

Parent Signature

## **Leigh Anne Bonney**

### **World History Syllabus**

This course will focus on the world's history. Included in the first semester curriculum are the geographic regions of Europe, Asia, and Africa. Geography, religion, history, government, economy, society, science, and technology are some of the themes/perspectives by which these areas of the world will be explored. Students will explore these topics through a variety of methods and materials, including primary documents, simulations, and projects.

This class is a year long class that all students need to take to graduate.

#### **Grading Scale**

A=90%+

B=80%-89%

C=70%-79%

D=60%-69%

F=59% and below

#### **Late Work**

Assignments turned in late will be given at most 60% of the assigned value. Students can turn in an assignment late up to two weeks from the date due. After two weeks, it is too late to receive credit for that assignment.

#### **Absences**

If you are absent, it is your job to ask for and pick up make-up work. For excused absences, you have one day for every day absent to get work made up. For unexcused absences, you do not get the opportunity to make up work. For prearranged absences, work must be turned in when you return. Please give me time to gather work for pre-arranged absences.

### **Daily Work and Homework**

Students will have regular daily work. For in class assignments, students will be able to take work home to finish up, as long as they were working productively on the assignment in class.

Homework is given regularly, but not nightly. Homework should be completed before coming to class and will be counted as late if it is being worked on in class the day it is due.

### **Projects**

Projects are a great opportunity to go in depth on a subject. Time in class will be given to work on projects, but during major projects, students should be working on them at home as well. Project requirements and due dates will be handed out with the introduction of the projects.

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### **Contact Information**

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Grades will be available to view on Zangle. I also maintain a website at [sites.google.com/site/leighanneatsteller/](https://sites.google.com/site/leighanneatsteller/) where I post a class calendar and some assignments, and project requirement sheets.

Please acknowledge that you have read the above information.

---

Student Signature

Parent Signature



**Marla Sanders**  
**Math 7, Algebra 1 & Algebra 2**

**Learning Practice Goals (Math)**

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.

**Course Outline**

Visit [ASDk12.org](http://ASDk12.org) to view academic plans based on Common Core Standards.

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**Class Rules** – I don't have a lot of them--and most are really just life rules—but I think they are important!

- A. I need everything on my desk to do my job--don't take, borrow, or move anything on it unless specifically asked to do so by me.
- B. You're here to learn--act like a student.
- C. I'm here to instruct--don't distract or prevent me from acting like a teacher .
- D. Feel at home in my room but leave it the way you found it—or better.

**Communication**

- A. Text is Best!!! Adults and students are encouraged to contact me by text any time. Adults may also phone me. Students may NOT. My cell number (907-360-9850) is freely available to students because the text application is such a powerful, in the moment, tool for getting help. If I'm awake, I'll respond.
  - If you do not want your learner to communicate with me in this way please text one time

from their phone. Include their name and the words “no texting.” I will add them to my blocked list.

- Parents (guardians) will be informed if you text me with anything non-school related. You will be blocked if it happens again.
- B. I track practice assignments (homework, warm-ups, activities, etc.) in Gradebook Pro. At least once a week I will email a progress report to you and one adult. It is a good indication of how hard you are working and how well you are keeping up. Your actual grade is on Zangle. You will see a 100 point entry on Zangle for “Gradebook Pro” for which the score will go up and down through out the semester as you miss, redo & correct these assignments.

### Technology in the Classroom

Yes! If you have a web device, we will make use of it in the classroom. ASD has gone to great lengths to make internet available and safe for students. I will incorporate such resources in lessons as much as possible. Parents may contact me with any concerns, of either use or exclusion.

### Ready for Class

- A. Your covered TEXTBOOK must be brought to class daily. Printed text may be left at school if you prefer to use digital text book at home. See Marla to check out CD or log on to web version.
- B. Math is learned in PENCIL!! Bring one everyday!! I do not loan pencils but do supply lead for mechanical pencils in all three sizes.
- C. PAPER of any type is acceptable. Scratch paper is preferred!! I do my level best to keep a supply in class but can't promise it will always be available.
- D. CALCULATORS are required and must be brought to class daily. Any scientific (one with trig functions) or graphing utility will do, including phones and pads with calculator apps. It is the student's responsibility to know how to operate their utility. *note:* I (Marla) am proficient and can help you learn to use a ti-89 and ti-nspire. I will do my level best to help with the ti-83 and ti-84. Jen may be a better resource for the last two.
- E. Additional needed supplies may be announced at a later time.

### Published and Online Resources

- *Zangle* [www.classzone.com/math\\_hs\\_all.cfm](http://www.classzone.com/math_hs_all.cfm)
- *Easy Grade Pro* ACTIVATION CODE: 4767713-20
- *Algebra I*, McDougal Littell, (ISBN 0-618-59556-2)
- Online version of the text. Type or copy and paste the following link into your browser:
  - KhanAcademy.org
  - Edmodo.com
  - PatricJMT (you tube instructor)
  - desmos online graphing utility

### Assignments & Assessments

- A. Daily homework
  - Assignment sheets are supplied at the start of each unit, be announced in class and be posted on Edmodo.com
  - Considered “on time” when turned in at the start of the the next regular class period.
  - Work must be shown! Algebra is a process-not an answer. A problem is considered “wrong” without work or explanation of though process regardless of whether the answer is correct.
- B. Daily assignments/ activities

- Most days will start with either a warmup or an homework quiz. These may not be made up however the lowest 10 scores per semester will be dropped— including zeros.
- C. Projects
- Rubrics and project expectations will be provided in advance of the assignment.
- D. Quizzes
- Included on chapter assignment sheets or announced at least one class period in advance.
- E. Tests
- At the end of each Unit.
  - Announced well in advance.
  - Students may retake up to two tests, of grade C, D or F, for a higher score if they first makeup/correct any missing assignments for that chapter AND complete test corrections which must be done in Marla’s room on students own time.
  - Re-take dates will be announced when graded tests are handed back.

<p><b>GRADE SCALE</b>  <b>A – 90% +</b>  <b>B – 80% TO 89.9%</b>  <b>C – 68% TO 79.9%</b>  <b>D – 55% TO 67.9%</b>  <b>F – 0 TO 54.9%</b></p>
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*note:* Homework and quizzes turned in on-time may be corrected for full credit any time before the end of the semester. The cut off date (about one week before the final) will be announced in class.

**Make-up Work**

It is your responsibility to get and complete missed assignments. Students will not be penalized if the assignment given in class differs from the assignment sheet. Assignments should be made up promptly. Don’t let yourself get too far behind. Make-up work may be turned in up until the chapter test, and is always accepted at 100% credit. Tests should be made-up within one week of an excused absence, outside of class time. See Marla to schedule a make-up time as soon as possible. If possible you should prearrange a missed test.

**Tests/Quizzes**

**If you are in school when tests or quizzes are given** but do not take them for **any** reason...you will receive a zero. It is the responsibility of the student to make arrangements **ahead** of being absent for a test or quiz. Tests or quizzes missed due to illness or accident must be taken within two days of returning to school, unless other arrangements are made before returning.

## **Michael Moore**

### **Study Skills**

The goal of this class is to give students the tools to be more successful in school. Students will receive direct instruction in basic study skills (listed below) as well as assignments to reinforce the correct implementation of these skills. Students will also be afforded time each day to work on content area class work.

Students will be provided with instruction in

Successful Classroom Behavior

Reading skills for different purposes

Test Taking Skills

Organization Skills

Memorization Skills

Transition into the post secondary school world.

#### Grading Rubric

Classroom Participation	60%
Study Skills Assignments	20%
Tests and Quizzes	10%
Transition Activities	10%

#### Grading Scale

A=90%+

B=80%-89%

C=70%-79%

D=60%-69%

F=59% and below

In order to earn full participation points in each class a student is expected to be on time and engaged in a meaningful learning activity for the entire class period. This includes the time spent working on assignments from general education classes.

**Philip Fleckenstein**  
**Advanced Human Anatomy and Physiology**  
[fleckenstein\\_philip@asdk12.org](mailto:fleckenstein_philip@asdk12.org)  
<http://sites.google.com/site/philipfleckensteinscience>

The course is the study of the structure and function of the various portions of human anatomy and their corresponding physiologies. This course is recommended for those students who are interested in medical/health related careers. Prerequisites: Biology and preferably chemistry.

The Advanced Anatomy curriculum is equivalent to a college course usually taken by biology majors during their first year of college. The course differs significantly from a first year high school Biology course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required by the students. The primary emphasis of the course is on developing an understanding of concepts; a grasp of not only terminology but how interactions between levels of interactions occur.

**Goals:**

1. To familiarize students with the terminology and concepts of Anatomy using a theme-oriented approach that emphasizes concepts and application of these concepts to real world applications.
2. To enhance problem-solving skills of students using hands-on labs, readings, collections, independent projects, and class discussions.
3. To strengthen students' communication skills with the use of written assignments, essays, abstracts, and lab reports.
4. To prepare students for further study in the Biological Sciences.

**Homework:** Homework will be assigned as needed. This class will have independent and group projects that must be completed on time and will require out of class research and preparation.

**Grading:** In a class of this nature your grade will be determined by a combination of assessments including: Tests, quizzes, lab work, and projects.

**Grading will be based upon the following scale:**

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

0% - 59% = F

Student Name:

Parent Signature:

**Do I Really Have to Sign My Life Over?**

*Advanced Anatomy Contract*

Advanced Anatomy presents a fantastic opportunity to vastly expand your knowledge of the biological sciences, to hone your laboratory techniques and writing, and to develop skills, habits, and knowledge that will prepare you for success at the University level and beyond. The following is a contract that defines your responsibilities pertaining to this course. Violation of this contract, as measured by poor performance within the first semester, will result in your participation in a conference to determine your future within this course.

I, \_\_\_\_\_ (print name), understand that Advanced Anatomy is an elective class taught at an accelerated pace and advanced level of instruction. The class requires me to study outside of the classroom an average of **½ to one hour per day**. I will be responsible for reading the corresponding chapters from our textbook outside of class. There will be frequent quizzes over material to assure that I am being responsible and keeping up with the pace. I will need to complete projects outside of classroom time and do homework assignments that I will not have time in class to do. I will be self-motivated and self-disciplined in order to excel in this course. I realize that attendance in class is essential to succeeding in this class and I will make every effort to **BE IN CLASS EVERY DAY!**

No curriculum modifications will be made to slow the pace or limit the level of instruction. My activities will not hinder my performance in this class and absences due to my activities will not give me an excuse to fall behind and/or need extra time to complete assignments. I will follow the procedures in make-up work for absences due to activities or illness.

I will follow the honor code at all times when working on any assignments for this class.

I agree to this accelerated class, am looking for an academic challenge at the highest level, and have an understanding of the above-listed requirements of this course.

Name (student): \_\_\_\_\_

Date: \_\_\_\_\_

Name (parent/guardian): \_\_\_\_\_

Date: \_\_\_\_\_

## **“Raise Your Right Hand”**

### *Honor Code and the Importance of Student Self-Governance.*

Academic integrity requires that students take credit only for ideas and efforts that are their own. Through many sources I have developed an honor code. The following behaviors reflect academic integrity and are expected in this class:

- A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment.
- A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise.
- A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized such assistance.
- A student must not use another person as a substitute in the taking of an examination or quiz.
- A student must not steal examinations or other course materials.
- A student must not allow others to conduct research or to prepare any work for him or her.
- A student must not take any credit for a team project unless the student has made a fair and substantial contribution to the group effort.
- A student must not violate course rules as contained in a course syllabus or other information provided to the student.
- A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

**Academic misconduct** is defined as any activity that tends to undermine the academic integrity of the institution.

#### 1. Cheating

Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.

- a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
- b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
- c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
- d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
- e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
- f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
- g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to which the work is being submitted.



h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
  1. Directly quoting another person's actual words, whether oral or written;
  2. Using another person's ideas, opinions, or theories;
  3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
  4. Borrowing facts, statistics, or illustrative material; or
  5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment

4. Interference

A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

The Honor Code is always in effect in this course. On every assignment that you turn in I expect to see the Pledge written on it. The pledge is the following:

**On my honor, I have neither given nor received unauthorized aid on this assignment.**

I expect you to write out the pledge in full the first time that we hand in an assignment for the year. After that you can simply write the word "Pledge" on your assignments and then sign your name to the assignment or test.

This document is to be signed by you and your parent or guardian and then returned to me next class.

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## **They Only Work If You Use Them!**

### *Advanced Anatomy Study Tips.*

1. An anatomy textbook cannot be read the way you would read a novel! Begin by pre-reading the chapter; glance at the section headings, charts and tables in order to organize the material in your mind and stimulate your curiosity. This will make it easier to read the chapter and extract more information from it.
2. Be an active, not passive reader, by stopping frequently (at least every paragraph) and consider what you have just read. What is the concept being discussed? Put it in your own words (out loud or by writing it down); by doing so you are reprocessing and using the information presented in the text. Place a few key notes in your notebook; make sure these notes include all new terms and illustrative examples.
3. Become a note taker and not a note copier! Simply writing down what is written on the board is passive learning (it's a start, but is not as effective as it could be). To get the most out of taking lecture notes, do it in a systematic manner. Before class read the textbook material to be covered in lecture. You will then use class time more efficiently because you will learn more from the lecture, and you will be able to take better notes having been introduced to many of the concepts in the text. During lecture do not attempt to write down every word that is said; that approach is futile and unnecessary. Instead, focus on the major ideas.
4. Summarize information by making your own diagrams and tables, which will allow you to rehearse and test yourself on the material.
5. Relate new information to other, related information.
6. Study with a friend in the class and at home! Take turns explaining the material to each other. Set up on-going study groups and meet at each other's home each week.
7. There is too much new material in an anatomy class to be able to learn two weeks' worth of material the night before an exam! Review your text material and lecture notes daily so that you can avoid cramming at test time. Daily studying and rehearsal helps get information into long-term memory.
8. Make the most of your time in lab by arriving fully prepared. Advanced Anatomy labs are too long and involved to try to perform without having thoroughly read over them the day before.

# **I Never Even Thought of That!**

## *Tips for Parents to Help Their Student's to be Successful*

1. Quiet structured study time! Help your child to establish a study routine by setting up a quiet study area and a consistent quiet study time nightly. The routine will help them practice good study habits for college. Should the study area be their bedroom or a family area, like the dining room? That depends on your household and your child. If your child is self-motivated and can work steadily without supervision, then a quiet desk space in their bedroom would work well. However, if their bedroom is equipped with distractions like video games, cell phones or TV, then this might not be conducive to concentrating on homework and the family area may work better.
2. Work on Anatomy EVERY night! For your child to stay up-to-date in this course they need to spend some time on every night. The ideal would be about one (1) hour per night or approximately six (6) hours per week. This would include textbook reading, lecture review, lab notebook assignments, extra credit assignments, and test preparation. On weeks when they cannot devote that one-hour on a weeknight, they should put in extra time on weekends to make up for it. On nights where they have minimal time, your child should at least review the day's lecture notes or look up PowerPoint notes on the Web.
3. Support Study Groups! Encourage your child to arrange a study group with other students in the class. Each student will have different strengths and weaknesses in this course. In one unit, your child will be the teacher to other students and in a different unit they will be the student. Putting two or more heads together is always a benefit. You never learn something as well as when you have to explain it to someone else. However let me emphasize that, while study groups and cooperative effort are strongly encouraged; on final written work, all students are required to craft their own answers and must have a completely uniquely worded answer for each question!
4. Use a Lifeline! Encourage your child to ask for help. I am available any day for extra help. Also, all my advanced students have my e-mail address and they can readily e-mail me for help at any time after school hours and I will make every effort to reply to them immediately. Do not allow them to feel like they are intruding, I am here to help them understand and learn to love the subject of Anatomy as much as I do.
5. Don't Panic! Stick with it! Some parts of this course will come more easily than others. Encourage your child to work steadily and not to be discouraged. Success will build as they improve their critical thinking skills and their writing ability through practice. This is a college course and they are working on more than learning anatomy; they are working on skills that they will use to succeed academically for years to come. Your child needs to work hard and work steadily and they will be rewarded in this course!

**Philip Fleckenstein**  
**Human Anatomy Course Syllabus**

[fleckenstein\\_philip@asdk12.org](mailto:fleckenstein_philip@asdk12.org)  
<http://sites.google.com/site/philipfleckensteinscience>

**Purpose:** This class will cover but is not limited to the concepts of human physiological function and their corresponding anatomical structures, nutrition, exercise physiology, and infectious disease. Students will be expected to participate and involve themselves in all classroom activities.

**Credit Count:** Life Science

**Length of Class:** Semester

**Prerequisites:** None

**Required Materials:** Notebook

Evaluation: Grades will be based upon the following criteria:

Class Work: We may work on several assignments a day, or projects that take several weeks. It is very important that you do the best you can on all assignments and use your time wisely.

**LATE WORK WILL BE PENALIZED SEVERELY.**

Tests and Quizzes: We Will have periodic tests and quizzes over the material learned.

**Grading will be based upon the following scale:**

**90% - 100% = A**

**80% - 89% = B**

**70% - 79% = C**

**60% - 69% = D**

**0% - 59% = F**

## **Notebooks**

The notebook is a very important part of this class. It is a record of your work, which can be used as a resource on some tests and quizzes.

### **Requirements:**

1. Three-ring binder
2. Paper
3. All finished work must be kept in chronological order. This will be easy to do because every piece of work you get back should be hole-punched and placed in the appropriate place. Make sure you put your name on all work.
4. Incomplete work should be kept in a separate section of your notebook.

When you get an assignment back you should immediately “file” it in your notebook. Bring your notebook and something to write with every single day.

Finally, the notebook is your safety net. If I make a mistake you can easily point it out. Within your organized notebook you have proof of your long hours of hard work! If you are missing an assignment on the grade sheet and you know you did it, you can quickly go to your organized notebook and retrieve the paper and show it to me.

## Surviving Human Anatomy

**Be in class:** You can't complete assignments that you don't know about, and **you are responsible for material covered in each class.** Assignments missed on days in which unexcused absences are recorded cannot be made up. Skipping class is the fastest way to fail. Don't do it.

**Be prepared for class:** Get to class on time. You are expected to be in your seat when the bell rings with everything you need for the day (notebook and something to write with).

**Make sure you can follow, understand, and do:** If you need help with a concept or procedure, ask about it today and don't put off getting it cleared up.

**Do every assignment on time:** Effort that is turned in gets recorded in the grade book and every point helps to justify a passing grade. Missing assignments tend to snowball and often result in big gaps in experience and knowledge.

**Practice problem solving skills:** Do not be satisfied with just an answer. A problem should be set up in such a way that you can explain what you are doing and why your method should work. Quality work is a reflection on you. It represents a desire to learn and learning is the goal of this institution. Nobody has ever been impressed with somebody's ignorance. People with knowledge run the world and their own destinies. Be one of those people.

# Philip Fleckenstein

## Biology Course Syllabus

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View my website at:

<http://sites.google.com/site/philipfleckensteinscience>

**Purpose:** This class is designed to cover the basics of the study of life. Course work begins at the microscopic level covering such topics as the chemistry of life and cell structures and then moves into the macroscopic world where we will delve into ecological and environmental topics.

**Required Materials:** Notebook with dividers.

**Evaluation:** Grades will be based upon the following criteria:

1. **Class Work:** We may work on several assignments a day, or projects that take several weeks. It is very important that you do the best you can on all assignments and use your time wisely. Complete sentences are required on nearly all work. Work not finished in class becomes homework. LATE WORK WILL BE PENALIZED SEVERELY.
2. **Tests and quizzes:** Each Unit will have multiple quizzes as well as a pencil and paper test.
3. **Objective Sheet Answers:** All assigned objective sheets will be graded for completion and accuracy.

**Late Work Policy:** Late work will be accepted for lowered credit on a case-by-case basis.

The honor code must be followed at all times in this class. Please see attached handout for an explanation of this policy. Any breach in this policy will result in a failing grade.

**Grading will be based upon the following scale and will be calculated based off the points available within the quarter:**

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

0% - 59% = F

I acknowledge that I have read through and understand this syllabus package:

Parent

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# **“I Thought 3 Rings Were For Circus Performers!”**

## *Notebook Requirements*

The notebook is a very important part of this class. The notebook is a record of your work and will be used as a resource for you to use to study from.

### **Requirements:**

1. Three-ring binder with dividers for each of the following sections:

A: Objective sheets:

Each and every unit that is taught in this class will begin with an objective sheet which all tests and quizzes will be based off of. The objectives are an outline of what is to be taught during the unit and is intended to be used as a guide for the knowledge a student needs to gain in order to do well in the class. All objective sheets will be collected on the day of the unit evaluation and graded for completion. Students are expected to answer the objectives thoroughly and define the vocabulary as we go through each unit.

B: Daily Notes:

Students will be taking lots of notes in this class. All lecture notes are to go in this section chronologically.

C: Assignments/Work in Progress:

Every assignment given will have written instructions. These instructions must be kept in this section as well as all work that the student is doing to complete the assignment.

D: Returned Assignments:

All finished work must be kept in chronological order. This will be easy to do because every piece of work you get back should be hole-punched and placed in the appropriate place. Be sure to retrieve your work from the return basket so that your records are complete. When you get an assignment back you should immediately “file” it in your notebook in this section.

E: Any other section that you may want to help keep you organized.

2. Paper.

3. Bring your notebook every single day.

The notebook is your safety net. If I make a mistake you can easily point it out. Within your organized notebook you have proof of your long hours of hard work! If you are missing an assignment on the grade sheet and you know you did it, you can quickly go to your organized notebook and retrieve the paper and show it to me.



***“Survival Of The Fittest”***  
***Ideas to help you be a success in Biology***

**Be in class:** You can't complete assignments that you don't know about, and **you are responsible for material covered in each class.** Assignments missed on days in which unexcused absences are recorded cannot be made up. Skipping class is the fastest way to fail. Don't do it.

**Be prepared for class:** Get to class on time. You are expected to be in your seat when the class begins with everything you need for the day (notebook and something to write with).

**Make sure you can follow, understand, and do:** If you need help with a concept or procedure, ask about it today and don't put off getting it cleared up. Always consult your lab partner, table partners or the instructor if anything is unclear.

**Do every assignment on time:** Effort that is turned in gets recorded in the grade book and every point helps to justify a passing grade. Missing assignments tend to snowball and often result in big gaps in experience and knowledge. Zeros kill grades!

**Practice problem solving skills:** Do not be satisfied with just an answer. A problem should be set up in such a way that you could explain what you are doing and why your method should work. Quality work is a reflection on you. It represents a desire to learn and learning is the goal of this institution. Nobody has ever been impressed with somebody's ignorance. People with knowledge run the world and their own destinies. Be one of those people.

**And Finally: USE YOUR OBJECTIVE SHEETS TO STUDY FOR TESTS!!!**

## **They Only Work If You Use Them!**

### *A Few More Biology Study Tips.*

9. A biology textbook cannot be read the way you would read a novel! Begin by pre-reading the chapter; glance at the section headings, charts and tables in order to organize the material in your mind and stimulate your curiosity. This will make it easier to read the chapter and extract more information from it.
10. Be an active, not passive reader, by stopping frequently (at least every paragraph) and consider what you have just read. What is the concept being discussed? Put it in your own words (out loud or by writing it down); by doing so you are reprocessing and using the information presented in the text. Place a few key topics in your notebook; make sure these notes include all new terms and illustrative examples.
11. Become a note taker and not a note copier! Simply writing down what is written on the board is passive learning (it's a start, but is not as effective as it could be). To get the most out of taking lecture notes, do it in a systematic manner. Before class read the textbook material to be covered in lecture. You will then use class time more efficiently because you will learn more from the lecture, and you will be able to take better notes having been introduced to many of the concepts in the text. During lecture do not attempt to write down every word that is said; that approach is futile and unnecessary. Instead, focus on the major ideas.
12. Summarize information by making your own diagrams and tables, which will allow you to rehearse and test yourself on the material.
13. Relate new information to other, related information.
14. Study with a friend in the class and at home! Take turns explaining the material to each other. Set up on-going study groups and meet at each other's home each week.
15. There is too much new material in a biology class to be able to learn two weeks' worth of material the night before an exam! Review your text material and lecture notes daily so that you can avoid cramming at test time. Daily studying and rehearsal helps get information into long-term memory.
16. Make the most of your time in lab by arriving fully prepared. Biology labs are too long and involved to try to perform without having thoroughly read over them the day before.

# **I Never Even Thought of That!**

## *Tips for Parents to Help Their Student's to be Successful*

1. Quiet structured study time! Help your child to establish a study routine by setting up a quiet study area and a consistent quiet study time nightly. The routine will help them practice good study habits. Should the study area be their bedroom or a family area, like the dining room? That depends on your household and your child. If your child is self-motivated and can work steadily without supervision, then a quiet desk space in their bedroom would work well. However, if their bedroom is equipped with distractions like video games, cell phones or TV, then this might not be conducive to concentrating on homework and the family area may work better.

2. Work on Biology EVERY night! For your child to stay up-to-date in this course they need to spend some time on biology every night. This would include textbook reading, lecture review, lab notebook assignments, and test preparation.

3. Support Study Groups! Encourage your child to arrange a study group with other students in the class. Each student will have different strengths and weaknesses in this course. In one unit, your child will be the teacher to other students and in a different unit they will be the student. Putting two or more heads together is always a benefit. You never learn something as well as when you have to explain it to someone else. However let me emphasize that, while study groups and cooperative effort are strongly encouraged; on final written work, all students are required to craft their own answers and must have a completely uniquely worded answer for each question!

4. Use a Lifeline! Encourage your child to ask for help. I am available any day for extra help. Do not allow them to feel like they are intruding, I am here to help them understand and learn to love the subject of Biology as much as I do.

5. Don't Panic! Stick with it! Some parts of this course will come more easily than others. Encourage your child to work steadily and not to be discouraged. Success will build as they improve their critical thinking skills and their writing ability through practice. This is course where they are working on more than learning biology; they are working on skills that they will use to succeed academically for years to come. Your child needs to work hard and work steadily and they will be rewarded in this course!

**“Usually A Lame Title That Philip Thinks is Funny”**  
***Objectives for the Introduction to Biology.***

**Objectives for Classroom operating procedures and course requirements:**

1. Know the classroom rules and etiquette. Describe three classroom rules:
  
  
  
  
  
  
  
  
  
  
2. Where are Ned, Carol, and the rest of the classroom supplies are located?
  
  
  
  
  
  
  
  
  
  
3. Explain the importance of being to class on time.
  
  
  
  
  
  
  
  
  
  
4. What are objective sheets are used for?

**Objectives for Safety:**

1. Be able to locate the safety stations within the classroom including the fire extinguishers, fire blanket, eye wash stations and the first aid kits.  
Can you locate these items?  
Yes or No
  
  
  
  
  
  
  
  
  
  
2. When do you scream “CODE ONE!!!”?
  
  
  
  
  
  
  
  
  
  
3. How do you hold a sharp utensil?
  
  
  
  
  
  
  
  
  
  
4. Are you aware of all facets of the safety contract

**Objectives for Old School Science review:**

1. What are the rules for handling a microscope properly?
2. Describe the anatomy of a microscope. Don't answer this objective on this sheet.
3. How do you convert units within the metric system?
4. Why is the metric system more advantageous than the standard system of measurement?
5. What are the three units that the metric system is based off of? What are these units used to measure?
6. Be able to graph data correctly taking into account independent and dependent variables. Define the following:

Independent Variable

Dependent variable

7. Describe and be able to write a CORRECT FORMAT hypothesis for experimental problems. Write a “generic” hypothesis in the correct format below:

**Objectives for the characteristics of a living organism:**

1. List and discuss the characteristics of a living organism.

## **“Raise Your Right Hand”**

### *Honor Code and the Importance of Student Self-Governance.*

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- A student must not use external assistance on any "in-class" examination.
- A student must not steal examinations or other course materials.
- A student must not allow others to conduct research or to prepare any work for him or her.
- A student must not take any credit for a team project unless the student has made a fair and substantial contribution to the group effort.
- A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

**Academic misconduct** is defined as any activity that tends to undermine the academic integrity of the institution.

#### 1. Cheating

Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.

- a. A student must not use external assistance on any “in-class” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of books, notes, calculators, computers, and wireless communication devices.
- b. A student must not use materials from a commercial term paper company, files or papers prepared by other persons, or submit documents found on the Internet.
- c. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
- d. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
- e. A student must not submit substantial portions of the same academic work for credit more than once without permission of the instructor or program to which the work is being submitted.
- f. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

## 2. Plagiarism

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
  - i. Directly quoting another person's actual words, whether oral or written;
  - ii. Using another person's ideas, opinions, or theories;
  - iii. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
  - iv. Borrowing facts, statistics, or illustrative material; or
  - v. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment

## 3. Interference

A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

The Honor Code is always in effect in this course. On every assignment that you turn in I expected to see the Pledge written on it. The pledge is the following:

**On my honor, I have neither given nor received unauthorized aid on this assignment.**

I expect you to write out the pledge in full the first time that we hand in an assignment for the year. After that you can simply write the word "Pledge" on your assignments and then sign your name to the assignment or test.

This document is to be signed by you and your parent or guardian and then returned to me next class.

Student Signature: \_\_\_\_\_



Parent Signature: \_\_\_\_\_

**Rosalie Hohnstein**  
**Independent Study Requirements**  
**1<sup>ST</sup> QUARTER 2013-2014**

Contracts must be completed and signed by **FRIDAY, AUGUST 31<sup>th</sup>**. Every student needs to have a binder of accomplishments with all of your work and all of the information you compile. Bring this binder to class each day and to every weekly meeting with me. The following list outlines the items to be included in the binder. Your binder should be organized into separate, labeled sections.

**This includes but is not limited to:**

- a. Notes from Readings and Research: All materials read must have a written response as to the content and materials learned.
- b. Notes from documentaries or related videos: All materials viewed must have a written response as to the content and materials learned.
- c. Weekly reflections for teacher meetings
- d. Essay outlines or project plans and brainstorm
- e. Literature notes: These should be in the form of a dialectical notebook or close-reading notes.
- f. Essays and/or Research Papers
- g. Peer-edited rough drafts / revisions
- h. Log of Hours - 40 hours are required. *This does not guarantee a passing grade.*
- i. Completed contract, with mid-quarter and end-of-quarter self-evaluations
- j. Annotated Bibliography in MLA format
- k. Anything else that you have done for your Independent Study to help document the learning and processes you went through.

**You must complete a final presentation that is due the last week of class in the quarter you are enrolled.**

**Final grades will be based upon:**

1. Final presentation of what you have learned this quarter
2. Attendance and participation/productivity in class
3. Attendance of and preparation for teacher meetings
4. Consistency of work throughout the quarter
5. Mid-quarter and end-of-quarter self-evaluations
6. Instructor assessments
7. Written work and other accomplishments, to be compiled in binder

\*Students are expected to check-in every day and are expected to work in the classroom, unless they have arranged to work elsewhere, i.e. in the library.

## Initial Brainstorm for this I.S.

Name \_\_\_\_\_ Course \_\_\_\_\_

Credit \_\_\_\_\_

- 1 What topics are you interested in?
- 2 What are one or two areas of weakness that you would like to work on this quarter?
- 3 What do you hope to gain by the end of this Independent Study?
- 4 What problems do you think you might run into?
- 5 How do you plan on dealing with the problems?

## Independent Study Final Learning Contract

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Name: \_\_\_\_\_ Quarter: \_\_\_\_\_ Date: \_\_\_\_\_  
Academic Course: \_\_\_\_\_ Mentor/Teacher \_\_\_\_\_

---

### GOALS - The desired outcomes of this contract.

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
- 

### RESOURCES NEEDED - books, equipment, people, facilities, other

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### LEARNING PLAN - What is your general plan for how you plan to reach your goals?

- 1.
- 2.

3.

4.

5.

6.

---

**EVALUATION CRITERIA** - Please write out a **DETAILED, NUMBERED LIST OF EXACTLY** what you will complete during your I.S. These must be measurable goals.

**Minimum Progress** - What will be your standard for a "C"?

**Good Progress** - What will be your standard for a "B"?

**Excellent Progress** – What will be your standard for an "A"?

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**Contract Signatures**

Student \_\_\_\_\_ Parent \_\_\_\_\_

Advisor \_\_\_\_\_ Mentor/Teacher \_\_\_\_\_

**1ST Quarter Calendar:** Use the calendar to create a timeline for specific goals and due dates. For example, write down when you would like to finish reading each novel and when you aim to have rough/final drafts complete.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>AUG. 26</b> Friday Schedule	<b>27</b>	<b>28</b>  <b>BRAINSTORM</b> <b>DUE</b>	<b>29</b>	<b>30</b>  <b>CONTRACT</b> <b>DUE</b>
<b>SEPT. 2</b> <b>LABOR DAY</b> <b>NO SCHOOL</b>	<b>3</b> <b>ADVISORY</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>16</b> <b>ADVISORY</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>

<b>30 ADVISORY</b>	<b>OCT 1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10 END OF 1<sup>ST</sup> QUARTER</b>	<b>11 IN SERVICE</b>
<b>14</b>	<b>15</b>	<b>16 PARENT CONFERENCES</b>	<b>17 PARENT CONFERENCES</b>	<b>18 PARENT</b>







Week #	<i>Self-assessment and reflection</i>
<b>#1</b>  <b>Date:</b>	Assumes Responsibility: ___ Time Management: ___ Self-Evaluation: ___ Utilizes Feedback: ___    Goal for Next Week:
<b>#2</b>  <b>Date:</b>	Assumes Responsibility: ___ Time Management: ___ Self-Evaluation: ___ Utilizes Feedback: ___    Goal for Next Week:
<b>#3</b>  <b>Date:</b>	Assumes Responsibility: ___ Time Management: ___ Self-Evaluation: ___ Utilizes Feedback: ___    Goal for Next Week:
<b>#4</b>  <b>Date:</b>	Assumes Responsibility: ___ Time Management: ___ Self-Evaluation: ___ Utilizes Feedback: ___    Goal for Next Week:

Week #	<i>Self-assessment and reflection</i>
<b>#5</b>  <b>Date:</b>	Assumes Responsibility: ___ Time Management: ___ Self-Evaluation: ___ Utilizes Feedback: ___    Goal for Next Week:
<b>#6</b>  <b>Date:</b>	Assumes Responsibility: ___ Time Management: ___ Self-Evaluation: ___ Utilizes Feedback: ___    Goal for Next Week:
<b>#7</b>  <b>Date:</b>	Assumes Responsibility: ___ Time Management: ___ Self-Evaluation: ___ Utilizes Feedback: ___    Goal for Next Week:
<b>#8</b>  <b>Date:</b>	Assumes Responsibility: ___ Time Management: ___ Self-Evaluation: ___ Utilizes Feedback: ___    Goal for Next Week:

## Mid-Quarter Self-Evaluation

Name: \_\_\_\_\_ Quarter: \_\_\_\_ Year:  
\_\_\_\_\_

Course Name: \_\_\_\_\_ Credit: \_\_\_\_\_

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1. Briefly explain what you've accomplished so far in terms of your contract.
2. It is now mid-quarter and half of the work involved should be completed. Comment on where you are.
3. Discuss any challenges or difficulties you have experienced so far, as well as how you handled them. Can I help you in any way?
4. Will you need to revise your current contract? If so, how?
5. Have you kept your meeting appointments with me and were you prepared with your log and all pertinent materials? Evaluate your preparation.
6. Briefly explain below a typical week for you in your SDL.
7. What is your plan for your presentation during the last week?

## End of Quarter – Self Evaluation

Name: \_\_\_\_\_ Quarter: \_\_\_\_\_ Year: \_\_\_\_\_

Course Name: \_\_\_\_\_ Credit: \_\_\_\_\_

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### 1. How challenging do you think your initial goals were?

\_\_\_\_\_ Very challenging: I knew when I developed them that I might have difficulty meeting my goals because of the time commitment involved and because my goals were very different from one another or were too numerous.

\_\_\_\_\_ Challenging but attainable: I was planning to have to work outside of the class period time frame to meet my goals. The academic content was within my reach and my resource base.

\_\_\_\_\_ Not very challenging: I felt comfortable when I wrote my goals and knew that I had time and resources enough to meet them.

\_\_\_\_\_ I would rewrite my goals if I were to do this course over again.

### 2. In reviewing your goals, please explain what you feel you have accomplished during this quarter.

### 3. Aside from your goals, what do you think you have learned? Were there any unexpected discoveries you made along the way?

#### 4 a. What were the greatest obstacles for you in this course work?

#### b. What were your greatest aides?

5. Beyond the 40 hours required for this class, what have you accomplished that is deserving of a quarter's worth of credit?

6 In the table below, list the types of assignments you were assessed on this SDL/I.S. Give a percentage score for each category based upon how you believe you did. In the final column, briefly comment on why you earned that percentage.

Type of Assignment	Percentage	Comment

7 How would you rate the importance of the following in your course work? Please use a scale of 0 to 3:

0 = not applicable; 1 = not very helpful; 2 = somewhat helpful; 3 = very helpful.

- |   |   |
|---|---|
| _____ Dedicating a class period to an I.S.    | _____ Working with other students       |
| _____ Working on something of interest to me  | _____ Working at my own speed           |
| _____ Having access to a teacher              | _____ Having a contract                 |
| _____ Working outside school in the community | _____ Being able to rewrite my contract |
| _____ Other:                                  |   |

Comment on at least three of the above:

8 Based on your contract goals and evaluation standards, what overall grade would you award yourself? Please explain why you would award yourself that grade.

9 If you had to do things over again, what would you do differently?

# Rosalie Hohnstein

## Spanish 1 Quarter 1 Syllabus

¡¡¡Bienvenidos!!! Welcome to Spanish 1! I am excited to welcome you! This quarter we will be starting out in an immersion setting. We will learn greetings, colors, numbers 1-100, the alphabet, the names of Latin American countries, how to express likes and dislikes, school subjects and how to tell time!! Imagine! And this is just the first quarter!!! In order to achieve this goal this class is very much based on participation and oral communication. We will be singing, dancing, putting on presentations and drawing to achieve our goals so get ready!!!!

My grading system is as follows:

20% participation  
20% homework  
30% projects  
30% testing including final exam

Participation is based on in class participation and attendance.

Homework is assigned regularly and LATE HOMEWORK IS NOT ACCEPTED unless the student has an excused absence. Homework is regularly updated on my website in case there is confusion about an assignment.

Projects: There will only be one project assigned this quarter and students will sign up for presentation days. If the student misses his or her presentation day, 20% will be deducted from the project for each day that it is late.

Tests: Tests are given every other week and can be made up during lunch if there is an absence.

In order to be successful in this class I ask that students have a designated Spanish folder in which they store all handouts and returned homework. I also ask that students maintain organized notes in an easily accessible binder.

Spanish is a fun fast pace class that utilized a variety of mediums. I will be conducting the class in Spanish so be prepared for that adventure!

On the next page I have included instructions on how to look at homework assignments online and a loose outline of our class schedule for the quarter! I'm super excited to have all of you in class!!! Bienvenida!!!!

As well, you are welcome to contact me anytime ☺ My full name is Rosalie Hohnstein. My e-mail is [Hohnstein\\_Rosalie@asdk12.org](mailto:Hohnstein_Rosalie@asdk12.org) and my telephone number is 907-742-4950. As well I have a 5<sup>th</sup> hour conference time that invite you to visit.

**1ST Quarter Calendar:**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>AUG. 26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>SEPT. 2 LABOR DAY NO SCHOOL</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
<b>30</b>	<b>OCT 1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10 END OF 1<sup>ST</sup> QUARTER Grade review /goals for next quarter</b>	<b>11 IN SERVICE</b>
<b>14</b>	<b>15</b>	<b>16 PARENT CONFERENCES</b>	<b>17 PARENT CONFERENCES</b>	<b>18 PARENT</b>

Hola Clase de Español!!!!!!

These are the instructions on how to check for homework assignments that you might have missed if you were absent.

First, open an internet server: Safari, Firefox etc. . .

Enter: <http://www.asdk12.org>

Look under the heading: Schools for the word ALTERNATIVE. Since Steller is a magnet program it is listed under this heading

Click on ALTERNATIVE

Click on Steller Secondary

Click on teaching staff and their websites

Click on my name: Hohnstein, Rosalie ☺

Finally on the right side of the page, click on the course you are registered in and then on the homework button

Your homework assignment will open in Spanish but do not fear, if you have difficulty understanding the assignment in Spanish click again on details and the information will be provided in English.

I update this site with the homework assignments from each class daily, soooo feel free to check it whenever you feel you might have forgotten an assignment, or if you have an excused absence.

Muy Bien!!!!

My son or daughter has demonstrated how to navigate to the on-line posting of homework:

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Parent Signature ☺



## **Rosa Hohnstein**

### **Spanish 2 Quarter 1 Syllabus**

This quarter we will be reviewing the previous year embedded in a unit on food. This review will consist of adjective agreement, present tense verb usage, vocabulary, and the use of ser, estar, gustar, and tener. All of this will be presented within song, dance, presentation, cooking demonstrations and visual mediums as well as in your accumulative projects.

My grading system is as follows:

20% participation  
20% homework  
30% projects  
30% testing including final exam

Participation is based on in class participation and attendance.

Homework is assigned regularly and LATE HOMEWORK IS NOT ACCEPTED unless the student has an excused absence. Homework is regularly updated on my website in case there is confusion about an assignment.

Projects: There will only be one project assigned this quarter and students will sign up for presentation days. If the student misses his or her presentation day, 20% will be deducted from the project for each day that it is late.

Tests: Tests are given every other week and can be made up during lunch if there is an absence.

In order to be successful in this class I ask that students have a designated Spanish folder in which they store all handouts and returned homework. I also ask that students maintain organized notes in an easily accessible binder.

Spanish is a fun fast pace class that utilized a variety of mediums. I will be conducting the class in Spanish so be prepared for that adventure!

On the next page I have included instructions on how to look at homework assignments online and a loose outline of our class schedule for the quarter! I'm super excited to have all of you in class!!! Bienvienda!!!!

**1ST Quarter Calendar:**

Monday	Tuesday	Wednesday	Thursday	Friday
AUG. 26	27	28	29	30
SEPT. 2 LABOR DAY NO SCHOOL	3 Story writing	4	5 Peer review performance	6
9 Quiz on me gusta/encanta	10 Project description given	11	12 <b>!!! HACER BATIDOS!!</b>	13
16 Quiz on ser/estar and adjective ag.	17  Performance	18	19 Computer Lab/ Sign up for presentations	20
23  1. _____ 2. _____ 3. _____	24 Quiz 1. _____ 2. _____ 3. _____ 4. _____	25	26 1. _____ 2. _____ 3. _____ 4. _____	27
30  1. _____ 2. _____ 3. _____	OCT 1 TORTILLAS!! 1. _____ 2. _____ 3. _____	2	3 1. _____ 2. _____ 3. _____ 4. _____	4
7 FINAL EXAM/ Journal on Presentations due	8 ¡¡HACER SALSA!!	9	10 END OF 1 <sup>ST</sup> QUARTER Grade review /goals for next quarter	11 IN SERVICE
14	15	16 PARENT CONFERENCES	17 PARENT CONFERENCES	18 <b>PARENT</b>

Hola Clase de Español!!!!!!

These are the instructions on how to check for homework assignments that you might have missed if you were absent.

First, open an internet server: Safari, Firefox etc. . .

Enter: <http://www.asdk12.org>

Look under the heading: Schools for the word ALTERNATIVE. Since Steller is a magnet program it is listed under this heading

Click on ALTERNATIVE

Click on Steller Secondary

Click on teaching staff and their websites

Click on my name: Hohnstein, Rosalie ☺

Finally on the right side of the page, click on the course you are registered in and then on the homework button

Your homework assignment will open in Spanish but do not fear, if you have difficulty understanding the assignment in Spanish click again on details and the information will be provided in English.

I update this site with the homework assignments from each class daily, soooo feel free to check it whenever you feel you might have forgotten an assignment, or if you have an excused absence.

Muy Bien!!!!

My son or daughter has demonstrated how to navigate to the on-line posting of homework:

---

Parent Signature ☺

# Svetlana Jackson

## Ancient Civilizations Course Syllabus

Email: [Jackson\\_lana@asdk12.org](mailto:Jackson_lana@asdk12.org)

### Course Description:

This course provides an overview of the major civilizations of the ancient world. Students gain knowledge about the evolution of ancient societies from primitive agricultural communities to advanced civilizations. This course shows the relevance of ancient civilizations in today's world and triggers critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. From rise to the fall of the greatest communities and their influence of world cultures, student experience interactive, relevant and comprehensive way to learn about the history that's shaped the world as its seen today.

**Textbook:** Textbook "History of Our World. The Early Ages" Pritice Hall, 2005. ISBN 0-13-130771-1. Content- Aria Reader "The Ancient World"Holt, Rinehart and Winston ISBN 0-03-065033-X.

**Materials:** Binder or portfolio (to keep all papers in), paper, pens and pencils. Other materials may be needed for special projects (i.e. posters).

**Homework Policy:** Review notes and assignments at home daily; complete anything that hasn't been completed in class; periodic homework assignments and projects will be done at home.

### Grading:

40% Classwork/Participation,

60% - completion of the assignments (homework, quizzes, tests, and projects.)

### Grading Scale:

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90% or above **A**

80% to 89% **B**

70% to 79% **C**

59% to 69% **D**

Below 59% **Fail**

Make up work is given for students that are absent. It is up to the student to find out what they have missed. If a student is going to be absent for more than three days, please call school and ask for work to be sent home.

## **Units of Study**

Unit 1 - Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

Unit 2 - Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia,

Unit 3 - Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Egypt, and Kush.

Unit 4 - Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

Unit 5 - Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

Unit 6 - Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

Unit 7 - Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

Unit 8 - Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

**Svetlana Jackson**  
**Steller Yearbook**

[jackson\\_lana@asdk12.org](mailto:jackson_lana@asdk12.org)

**Room: Svetlana's computer lab**

Welcome to yearbook! Yearbook is a fun but challenging class. Being a member is a huge responsibility, but by the end of the year you have produced a piece of history valued by students, staff, and the community.

**Course Description**

"Yearbook" is an elective course that gives students marketable experience in print media publishing. This course solely works toward the completion and selling of a large finished product, Steller's yearbook. Yearbook class is different from every course taught at this school in that it is a real business maintaining an account that must balance-out at the end of term. In class, students compose, and edit all elements of computerized text layout, graphic art, and digital photography. Students work on many clerical operations, make announcements, and maintain signs. Because "Yearbook" is a monetary business, students must cooperatively work with others, must be industrious, and be eager to be creative. Students are responsible for the proper care and handling of our digital cameras. Students can expect to supply principal, office, and clubs with digital photo pictures. Once in a while students should expect to spend some of their lunch breaks or after school working on yearbook pages or taking pictures of the school events. This course also examines legal and ethical issues of media law and copyright.

**Grading**

Your grade is primarily based on your responsibilities. Your pages will be evaluated based on photographs (are they present? Appropriate?), development of story, deadline (either you meet it or you don't), and captions. You will also get a production grade based on effort, creativity, quality, and professionalism.

**Your grade will be determined by the following categories**

**Pages:** Pages will be assigned throughout the semester, and specific grading sheets will be available weekly. Because our yearbook is directly tied to specific deadlines set by our publisher, any pages that fail to meet deadline will only be eligible for half credit. Any page that is not complete by the second class after deadline will receive no credit and can be reassigned. Missing deadline is extremely costly for the yearbook and can severely hurt your grade.

**Participation:** Production of the yearbook is a team effort. Without everyone's participation, we will not be able to turn out a quality book on time. Your participation grade will be determined by both the teacher and your main editors, however, the teacher will have the final say in your participation grade.

## Daily Schedule

Each day we will begin with a round table discussion. All students are expected to be seated at the time the bell rings. No one is to log on to a computer until after the meeting has finished. No one is to leave the classroom for any reason without permission of the teacher. If your work requires you to leave the classroom during class, you must first obtain permission before leaving.

Yearbook is both a class and a club. It requires a considerable amount of work to be done outside of class time. From time to time you will be required to stay after school to work on the yearbook pages, and assist students who may be falling behind. If you have any concerns about the time commitment that yearbook requires, please let me know immediately!

## Behavior

I expect the highest level of good behavior at all times in my computer lab. If your behavior becomes distracting or unsafe at any time you will be asked to leave. If you are asked to leave during class, this will negatively impact your participation grade. Listening to headphones will not be allowed during class except during independent work time and only with my permission.

## Staff Responsibilities

! Store work in progress and tools or supplies in the appropriate areas.

DO NOT LEAVE ANY MATERIALS OUT!

! Do not take personal pictures when doing yearbook photography.

! You are responsible for meeting EVERY deadline of your assignments. ! Do not abuse your yearbook privileges!

**Use of technology** (digital cameras, computers, software, etc.): Students are expected to use equipment responsibly. No consumption of food or drink will be tolerated around computers. (Camera use agreement is attached.)

**Absences** Yearbook operates as a business; therefore, you need to be here and ready to work. If you are absent on the day of a deadline, you MUST find a way to submit your pages. There is a great deal to accomplish and your fellow staff members are relying on you.

**Please return the next page to Svetlana as soon as possible.**

## YEARBOOK CONTRACT

I have read, I understand, and agree to the terms outlined in this syllabus. I agree to meet all deadlines and complete all assigned work to the best of my ability. I understand that at times, I will be required to work outside of class to meet the academic and performance requirements of Yearbook.

\_\_\_\_\_ Parent/guardian Signature \_\_\_\_\_ Date

\_\_\_\_\_ Student Signature \_\_\_\_\_ Date

### **Digital Camera/Technology Usage:**

Students are expected to be responsible for school-owned equipment used in "Yearbook": including digital cameras, lenses, memory cards, batteries, camera bags, computers, and software. I understand that my child will be required to pay for lost or damaged equipment if equipment is lost, broken, or damaged while checked out to him/her.

Digital cameras are valued from \$300 to \$1,000; lenses are valued at \$450-\$1,000. Camera repairs start at \$400 minimum; these are not minor costs. Computer equipment must be cared for in a businesslike manner and misuse will not be tolerated.

\_\_\_\_\_ Parent/guardian Signature \_\_\_\_\_ Date

\_\_\_\_\_ Student Signature \_\_\_\_\_ Date



# Troy Fast

## Pre-Algebra Syllabus, 2013-14

**Periods 1 & 2: Pre-Algebra**

**Period 3: Conference/Planning**

**Grade Level: 7 and up**

**Course Length: Year**

**Prerequisites:** C average or better in basic math class or proficient on a level test for Pre-Algebra. Emphasis will be based on elementary algebra topics, computation skills (fractions, proportions, and rational numbers), geometric relationships, and problem solving. Evaluation will be based on homework, daily work, quizzes and tests.

Third quarter will cover rational numbers and expressions; ratios, proportions and percents; equations and inequalities.

Fourth quarter will cover graphing in the coordinate plane; algebra in geometry and measurement; area and volume formulas; right triangles in algebra and statistics and probability.

### **Grading Scale**

A=90%+

B=80%-89%

C=70%-79%

D=60%-69%

F=59% and below

### **Late Work**

Assignments turned in late will be given at most 50% of the assigned value. Students can turn in an assignment late, up to three days from the date due. After three days it is too late to receive credit for that assignment.

### **Absences**

If you are absent, it is your job to ask for and pick up make-up work. For excused absences, you have one day for every day absent to get work made up. For unexcused absences, you do not get the opportunity to make up work. For prearranged absences, work must be turned in when you return. Please give me time to gather work for pre-arranged absences.

### **Daily Work and Homework**

Students will have regular daily work. For in class assignments, students will be able to take work home to finish up as long as they were working productively on the assignment in class.

Homework is given regularly, but not nightly. Homework should be completed before coming to class and will be counted as late, if it is being worked on in class the day it is due.

### **Quizzes**

Quizzes can be given anytime without prior announcement.

**Tests**

Tests will always be announced beforehand. NO notes are allowed on tests.

**Contact information** - Email is the easiest way to contact me. My email address is **fast\_troy@asdk12.org**.

**Credit Count:** Math

# Troy Fast

## Flag Football

### Period 4

### Course Syllabus

The purpose of this course is to learn the fundamentals to football without major pain. **NO PADS, NO HELMETS and NO TACKLING...** Yes you will get blocking, running, and passing. This class is designed for students who desire to improve their skill in football. All fundamentals of the game will be covered. Drills will be used as well as team play. You will be graded on improvement, attendance, behavior, sportsmanship, and participation. (Teamwork is the key to any team sport.) Students are required to wear appropriate clothing and shoes for outdoors. Students should expect a vigorous workout.

### Course Objectives

#### Students will:

1. Demonstrate basic skills associated with flag football, including passing, catching, punting, place kick, center snap and hand-offs.
2. Demonstrate the ability to perform offensive and defensive strategies in flag football.
3. Utilize the rules of flag football.
4. Demonstrate proper etiquette and good sportsmanship in flag football.
5. Demonstrate an understanding of a typical game flow: down & distance, huddle/play call, action (offensive), reaction (defensive).
6. Identify community resources and opportunities related to flag football of other related games.

### Grading

You will be graded on:

Attendance	20%
Participation	50%
Sportsmanship	30%

### Grading Scale

A=90%+

B=80%-89%

C=70%-79%

D=60%-69%

F=59% and below

### Attendance

You are expected to be on time to class. Three trades equal an absence. Unexcused absences result in a zero for the day. Ten absences result in a failing grade. Only excused absences can be made up. Single periods count as one absence, double periods as two. One hour of make-up work is required for an excused absence. Make-up work will be recorded on a log sheet. The log must include a brief description of the activity, time spent, and the signature of a supervision adult.

## **MEDICAL EXCUSES**

A student may be excused from class participation by the parent for a maximum of three days. Makeup work would be required to earn the points missed. A doctor may excuse a student for up to three weeks. Makeup work would be required to earn the points missed. Should a student miss more than three weeks of activity in a quarter, credit would be withdrawal for the marking period. All medical excuses will be reported to the school nurse.

## **Participation**

You are expected to wear appropriate clothing during class. The emphasis here is on footwear for the gym or the field. Tennis shoes should be worn in the gym and a turf shoe for the field. Although I do not enforce a dress code for class, like most other schools it is still important to wear clothing to class that you can move comfortably in. All students are expected to be in the activity area of the class. Leaving the area may result in a loss of participation points

## **Sportsmanship**

Respecting others in the class both for students and for the teacher. Having a good attitude about the activities and encouraging others. Being a team player.

# Troy Fast Soccer

## Period 5: Soccer

Grade Level: 7-12

Course Length: Quarter

The purpose of this course is to introduce students to basic skills and knowledge associated with soccer. By applying these principles through active participation, students develop the necessary skills and knowledge to play soccer. In addition, this course provides students with opportunities to improve physical fitness, acquire knowledge of fitness concepts, and practice positive personal and social skills. Students will gain a understanding of how a wellness lifestyle affects one's health, fitness and physical performance.

### Course Objectives

#### Students will:

1. Demonstrate basic skills associated with soccer, including passing, ball control, dribbling, kicking, shooting, trapping, throw-ins and heading.
2. Demonstrate the ability to perform several offensive and defensive strategies.
3. Understand basic soccer rules, terminology, and scoring procedures.
4. Demonstrate proper etiquette and good sportsmanship.
5. Demonstrate an understanding of the typical game sequencing: kick off, pass attack, defense, goal tending, transition, and offense.
6. Demonstrate an awareness of community resources and career opportunities related to soccer.

#### Grading

You will be graded on:

Attendance	20%
Participation	50%
Sportsmanship	30%

#### Grading Scale

A=90%+

B=80%-89%

C=70%-79%

D=60%-69%

F=59% and below

#### Attendance

You are expected to be on time to class. Three trades equal an absence. Unexcused absences result in a zero for the day. Ten absences result in a failing grade. Only excused absences can be made up. Single periods count as one absence, double periods as two. One hour of make-up work is required for an excused absence. Make-up work will be recorded on a log sheet. The log must include a brief description of the activity, time spent, and the signature of a supervision adult.

**Medical Excuses**

A student may be excused from class participation by the parent for a maximum of three days. Makeup work would be required to earn the points missed. A doctor may excuse a student for up to three weeks. Makeup work would be required to earn the points missed. Should a student miss more than three weeks of activity in a quarter, credit would be withdrawal for the marking period. All medical excuses will be reported to the school nurse.

**Participation**

You are expected to wear appropriate clothing during class. The emphasis here is on footwear for the gym or the field. Tennis shoes should be worn in the gym and a turf shoe for the field. Although I do not enforce a dress code for class, like most other schools it is still important to wear clothing to class that you can move comfortably in. All students are expected to be in the activity area of the class. Leaving the area may result in a loss of participation points

**Sportsmanship**

Respecting others in the class both for students and for the teacher. Having a good attitude about the activities and encouraging others. Being a team player.

# Troy Fast

## Period 6 Ultimate Frisbee

### Course description

The purpose of this course is to introduce students to basic skills and knowledge associated with ultimate through active participation in the sport. In addition, this course provides students with the opportunity to increase their individual level of physical fitness, practice positive personal and social skill, and acquire knowledge of fitness concepts, and demonstrate and understanding of how a wellness lifestyle affects one's health, fitness and physical performance.

### Course Objectives

#### Students will:

1. Demonstrate basic skills associated with ultimate, including passing, forehand and backhand throws
2. Demonstrate the ability to perform several offensive and defensive strategies.
3. Understand basic ultimate rules, terminology, and scoring procedures.
4. Demonstrate proper etiquette and good sportsmanship.
5. Demonstrate an understanding of the typical game sequencing: kick off, pass attack, defense, transition, and offense.
6. Demonstrate an awareness of community resources and career opportunities related to ultimate.

### Grading

You will be graded on:

Attendance	20%
Participation	50%
Sportsmanship	30%

### Grading Scale

A=90%+

B=80%-89%

C=70%-79%

D=60%-69%

F=59% and below

### Attendance

You are expected to be on time to class. Three trades equal an absence. Unexcused absences result in a zero for the day. Ten absences result in a failing grade. Only excused absences can be made up. Single periods count as one absence, double periods as two. One hour of make-up work is required for an excused absence. Make-up work will be recorded on a log sheet. The log must include a brief description of the activity, time spent, and the signature of a supervision adult.

**Medical Excuses**

A student may be excused from class participation by the parent for a maximum of three days. Makeup work would be required to earn the points missed. A doctor may excuse a student for up to three weeks. Makeup work would be required to earn the points missed. Should a student miss more than three weeks of activity in a quarter, credit would be withdrawal for the marking period. All medical excuses will be reported to the school nurse.

**Participation**

You are expected to wear appropriate clothing during class. The emphasis here is on footwear for the gym or the field. Tennis shoes should be worn in the gym and a turf shoe for the field. Although I do not enforce a dress code for class, like most other schools it is still important to wear clothing to class that you can move comfortably in. All students are expected to be in the activity area of the class. Leaving the area may result in a loss of participation points

**Sportsmanship**

Respecting others in the class both for students and for the teacher. Having a good attitude about the activities and encouraging others. Being a team player.