



TRINITY  
CATHOLIC  
SCHOOL

**TRINITY CATHOLIC SCHOOL  
MIDDLE SCHOOL SYLLABI**

# English: Grammar, Writing, and Vocabulary

Mrs. Danielle McNally  
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## **Objectives**

Students will be able to:

- Write summaries
- Write well-structured paragraphs
- Write well-structured essays and narratives
- Develop habits of reflection and generate topic ideas through journal writing
- Write to communicate ideas with clarity
- Revise and edit a variety of writing pieces to improve structure and style of writing
- Compose various types of writing: narrative, expository, persuasive, analytical
- Apply grammar and proofreading skills
- Master new vocabulary words
- Construct and present information orally

## **Curriculum**

### ***All Grades:***

All grades will use the same grammar book, but will follow different curriculums within it.

*Grammar for Writing 8* (ISBN: 978-1-4217-1118-8) 2014

### ***6th Grade***

In sixth grade, we focus on the parts of speech and how they come together to build sentences.

*Vocabulary from Latin and Greek Roots, Level II* (ISBN: 978-1-58049-200-3) 2017

### ***7th Grade***

In seventh grade, we focus on varying sentence structure, on how sentences come together to build paragraphs, and how different paragraph structures serve different purposes.

*Vocabulary from Latin and Greek Roots, Level III* (ISBN: 978-1-58049-201-0) 2017

### ***8th Grade***

In eighth grade, we focus heavily on writing well-structured essays and narratives and on advanced grammatical structures.

*Vocabulary from Latin and Greek Roots Workbook, Level IX* (ISBN: 978-1-58049-202-7) 2017

## **Grading Scale**

Assignment	Possible Points
Homework	5-20
First draft of a paper	20-25
Final draft	50
Vocabulary test	50
Bellwork	10
Quizzes	25-40
Projects	50-100

## **Supplies**

- White three ring binder containing three dividers and notebook paper/a spiral notebook
- *Grammar for Writing* and Vocabulary Workbooks
- Black or blue pen, a red pen, and a pencil.
- Planner
- Book to read

I will be taking note of who comes to class without the required materials, and if I notice a pattern, it will affect your grade. Show up prepared and ready to work!

## **Communication**

### ***Google Classroom***

Google Classroom is a collaboration tool for teachers and students. Teachers create an online classroom, invite students to the class then create and distribute assignments. Within the Google Classroom students and teachers can have conversations about the assignments and teachers can track the student's progress. This is an organizational tool for the students to see all assignments and to-do lists in one place. Parents are able to receive communication as well to see what the students are working on.

### ***E-mail***

The most effective method of communication between teacher and parents is e-mail. Parents should expect to receive a reply from the teacher within 24 hours. Students may confer directly with the teacher to resolve any questions or concerns. Students may use their school-issued email account to communicate, if there is not an opportunity in class.

### ***Powerschool***

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# Literature

Kathleen Button

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## Objectives

Students will...

- experience the beauty and power of the written word, especially in poetry
- use reading strategies to assist comprehension of a variety of texts
- read, discuss, and analyze class literature for elements of fiction, figurative language, and author's craft
- apply these concepts and strategies to student-selected independent novels
- read aloud with clarity and expression
- speak and write effectively to communicate ideas based on what is read
- cultivate the moral imagination by "analyzing how spiritual knowledge and enduring truths are represented and communicated through literature" (Newman, et al., Catholic Curriculum)

## Curriculum

### **6th Grade**

Together we will read and discuss a selection of class literature, such as novels, poetry, short stories, plays, and non-fiction. Students will also choose 2 AR books per quarter to read independently and will take AR tests. The emphasis in 6th grade will be on reading strategies, story elements, an introduction to figurative language, mythology and historical fiction.

#### Class Text each Quarter:

1 <i>Esperanza Rising</i> by Pam Munoz Ryan	978-0439120425
2 <i>A Christmas Carol</i> (adapted for Readers Theater), by Charles Dickens	
3 <i>D'Aulaires' Book of Greek Myths</i> by Ingri and Edgar d'Aulaire	978-0440406945
4 <i>The Magician's Nephew</i> by C.S. Lewis	978-0064405058

### **7th Grade**

Together we will read and discuss a selection of class literature, such as novels, poetry, short stories, plays, and non-fiction. Students will also choose 2 AR books per quarter to read independently and will take AR tests. In 7th grade, the focus will be on mastering elements of fiction, extrapolating theme, understanding poetry, a classroom production of a condensed Shakespearean play, and reciting a memorized poem.

#### Class Text each Quarter:

1 <i>Lilies of the Field</i> by William Barrett	978-0446315005
2 Poetry Unit	
3 <i>Shakespeare for Young People: Julius Caesar</i> , ed. by Davidson	978-0767508292
4 Short Stories and Fables	

## ***8th Grade***

Together we will read and discuss a selection of class literature, such as novels, poetry, short stories, plays, and non-fiction, and students will read novels independently (no AR tests). In 8th grade the focus will be on an introduction to the history of the English language, interpreting epic poetry, appreciating a classic novel, reading a full Shakespearean play, reciting a Shakespearean monologue, and a favorite coming of age story.

### Class Text each Quarter:

1 <i>Beowulf the Warrior</i> , retold by Ian Serraillier	978-1883937034
2 <i>The Adventures of Tom Sawyer</i> by Mark Twain	978-1593081393
3 Honors: <i>Much Ado About Nothing</i> by William Shakespeare	978-0743482752
Grade Level: <i>No Fear Shakespeare - Much Ado About Nothing</i>	978-1411401013
4 <i>The Outsiders</i> by S.E. Hinton	978-0143039853

## **Grading Scale**

Students are expected to read outside of class nearly every day. Final grades each quarter are calculated by dividing the number of points earned by the total number of points possible. Most homework will involve reading the required number of pages each day in the class text. Students will earn points in the following categories: Reading Quizzes (accountability for Homework); Written Work, in class as well as at home; Bell Work; Participation based on preparedness; Tests.

## **Supplies**

Students are expected to come to class prepared with all required materials and are responsible to care for all of the books issued to them. Lost or damaged books will incur a charge for replacement.

- White 3 ring binder with 3 dividers and notebook paper
- Provided TCS Planner
- Issued Class Literature Text and/or Independent Novel
- Black or blue pen, a red pen, a pencil

## **Communication**

### ***Google Classroom***

Google Classroom is our primary communication tool. Teachers create an online classroom and invite students and parents to the class. While students use their planners daily to record homework assignments, teachers also post homework and test dates on their Google Classrooms. This organizational tool allows students and parents to see all assignments and deadlines in one place. Some teachers will also have students turn in online assignments through Google Classroom.

### ***E-mail***

The most effective method of communication between teacher and parents is e-mail. Parents should expect to receive a reply from the teacher within 24 hours. Students may confer directly with the teacher to resolve any questions or concerns. If there is not an opportunity in class, students may use their school-issued email account to communicate with their teachers.

### ***Powerschool***

Parents and students are responsible for checking PowerSchool on a regular basis to monitor progress. Teachers will enter grades promptly, or at minimum will enter a checkmark ✓, to indicate that the assignment has been collected. A grade of zero with an M for “Missing” will alert parents that the assignment was not turned in. Please email the teacher with any concerns about missing work or grades. With good communication, parents and teachers are able to work together to promote student progress. Questions regarding access to PowerSchool should be directed to the front office.

# Math - Grade Level

Arzu Hacisalihoglu  
hacisalihoglua@trinityknights.org

## **Expectations**

*Participate* - Participate in the lessons. Pay attention.

*Prepared* - Pencils, a red pen, paper, organized notes/composition notebook, completed work.

*Prompt* - Come to class on time and immediately get down to business..

*Polite* - Do not disrupt class. Be respectful to both teachers and students.

*Practice* - Do all homework and class work.

## **Curriculum**

### ***6th Grade***

In sixth grade, students focus on numbers, their operations, and their algebraic representations, measurement, conversions, area, integers, functions, and probability. Students will learn skills to problem-solve situations and use estimation to check reasonableness.

Pearson, Course 1 Mathematics, 2013, Prentice Hall (ISBN-13: 978-1-256-73716-2)

### ***7th Grade***

In seventh grade, students expand on the math topics from sixth grade, including: operations and algebraic thinking, measurement and data, number sense, geometry. Students will take this knowledge and extend it algebraically.

Pearson, Course 2 Mathematics, 2013, Prentice Hall (ISBN-13: 9781256736783 )

### ***8th Grade***

In eighth grade, students enter Pre-Algebra, which prepares them for Algebra I in high school. Focus is put on integers, rational and real numbers in order to set the stage for equations, inequalities and functions. Students will encounter real-world applications to the more abstract algebraic concepts.

Pearson, Course 3 Mathematics, 2013, Prentice Hall (ISBN-13: 978-1-256-73722-3)

## **Grading Scale**

### ***Tests - 50 to 100 points per test***

Unit Tests are given at the end of a unit. All work must be shown to receive full credit. If a student is absent for a test, it is the **student's** responsibility to meet with me to schedule a time to make it up.

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### ***Quizzes - 15 to 50 points per quiz***

There will be several quizzes given throughout each chapter. These are designed to prepare students for the upcoming unit test.

If a student is absent for a quiz, it is the **student's** responsibility to meet with me to schedule a time to make it up.

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### ***Classwork - 10 points per assignment***

Classwork will be given out periodically as a reinforcement of the section being taught.

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### **Homework - 10 points per assignment**

Homework is meant to reinforce skills taught in class and the week's assignments will be passed out on Monday. Assignments will also be posted on both the homework board in the classroom and virtually on Google Classroom daily. Students are responsible for writing all assignments and the due dates in their planners.

- Homework is not considered complete without showing work. A list of answers is not acceptable. It is difficult to identify errors/questions if students do not have work to support their answers. If they complete the homework, but do not show all their steps and/or do not document their mistakes, they will lose 1-2 points.
- All math work must be written in pencil. Any class work or homework done in pen will not be given credit. The only time students should use a pen is when they grade their homework.

### **Supplies**

Students are required to bring ALL the materials listed below to each class. Returning to the lockers or other areas for forgotten materials will not be permitted.

- 1 composition notebook (for notes)
- 3 ring binder with three dividers (for organizing papers)
- loose leaf paper
- sharpened pencils (enough to last the year)

### **Extra Help**

If more instruction is needed, students are encouraged to communicate this to me. I am always happy to meet individually or in small groups during lunch.

“The hardest arithmetic to master is that which enables us to count our blessings.”

- Eric Hoffer

# Advanced Math

Rosilyn Hendrix/Dan Nelson

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## **Curriculum**

### ***6th Grade***

Students expand on math topics, including: number sense and operations, geometry, measurement, algebra, problem solving, data analysis, and probability.

Course 2: Pearson's *Mathematics: Course 2* (ISBN: 13:9781256736783), 2015

### ***7th Grade***

Students focus on integers, rational numbers and real numbers for application within equations, inequalities and functions, geometry, data analysis and probability.

Pearson's *Mathematics: Course 3* (ISBN: 13:9781256737223), 2015

### ***8th Grade - Intro to Algebra***

Students develop deeper understandings of sets of rational and irrational numbers, equations, inequalities, linear functions, and geometry with ties to algebra.

Holt McDougal's *Algebra I* (ISBN: 978-0-547-22197-7)

### ***8th Grade - Algebra I***

Students will cover the Algebra 1 standards, which include sets of numbers, symbols and expressions, linear equations and inequalities, quadratic equations, functions, and polynomials.

These standards can be reviewed at

<http://www.cpalms.org/Public/PreviewCourse/Preview/13010> .

Algebra I: Pearson's *Algebra I*, (ISBN: 13: 9780133315684), 2015

## **Grading Scale**

**Tests** - 200 points

**Quizzes** - 50 points

- All quizzes may be corrected for half credit back. There is a specific procedure for this that can be found on the website and on Google Classroom. These corrections are designed to help students improve their quiz grades while also allowing them to find their mistakes and learn from them before the unit tests.

**Homework** - 20 points

**Classwork** - 10 points

## **Supplies**

Students must have a three-ring binder, loose-leaf paper, a composition notebook, pencils and erasers, and highlighters.

## **Communication**

***Google Classroom***

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### ***E-mail***

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### ***Powerschool***

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# Middle School Science

Mr. Adamson

[adamsonm@trinityknights.org](mailto:adamsonm@trinityknights.org)

**Objectives:** The Science Education Department at Trinity Catholic School follows the curriculum of the Diocese of Pensacola-Tallahassee. It is based on the Florida Sunshine State Standards, with an additional emphasis connecting science with our Catholic faith. Goals include the following:

- o Students will develop the skills necessary to design and perform experiments.
- o Students will develop an understanding that they are responsible for the ethical use of scientific knowledge.
- o Students will use and apply scientific methods to problem solving.
- o Students will develop critical thinking skills.

**Curriculum:** 6<sup>th</sup> grade: Our text is McGraw-Hill ***Earth & Space Science*** (ISBN: 978-0-07-888003-2). Major topics for the year include:

Earth's Surface - Volcanoes/Earthquakes - Earth Dynamics - The Oceans and other Water Sources - Astronomy - Plate Tectonics - Lab Safety  
Energy Resources - Weather and Climate - The Solar System

**Curriculum:** 7<sup>th</sup> grade: Our text is McGraw-Hill ***Life Science*** (ISBN: 978-0-07-888002-5). Major topics for the year include:

Life Structure and Function – Bacteria to Plants – Animals – Human  
Body Systems – Interactions of Life

**Curriculum:** 8<sup>th</sup> grade: Our text is McGraw Hill, ***Physical Science*** (ISBN: 978-0-07-888004-90.) Major topics for the year include:

Solids, Liquids, and Gases - Atoms - Chemical Reactions - Motion and Forces - Sound Magnetism - Elements and the Periodic Table - Lab Safety - Acids and Bases - Energy - Light Electricity

Grade Breakdown

Tests--100 points each There will be one test for every chapter covered in class

Bellringer Check--5 points each

Labs--5 to 20 points each

Quizzes--5 to 50 points each We will have one quiz for every section covered in class unless otherwise specified. Each quiz will vary in format but include critical thinking practice and assessment.

Classwork, Foldables, Creative Efforts, and Current Events--2 to 15 points each

Composition Book – 5 to 15 points per assignment

**Strategy for Success:** To be successful in class, a student must come to class prepared, complete all assignments on time, participate in class discussions, activities and labs, and be respectful of classmates and classroom rules.

**Homework/Packet Work:** Each student is expected to complete homework daily. Homework includes study packet work, skills practice, text reading, and vocabulary development. Homework and course content will be reviewed. Homework assignments will be written on the white board and students will be responsible for writing the assignment down in his/her planner to complete at home.

**Late Packet Policy:** First day: 20%-point grade deduction Second day: 30%-point grade deduction Third day: 40%-point grade deduction After three days, late work will be accepted by teacher discretion (*This does not apply to excused absences*)

**Communication:** Parents and students are encouraged to communicate any issues that may arise. For parents, a quick e-mail ([adamsonm@trinityknights.org](mailto:adamsonm@trinityknights.org)) can be the easiest way to resolve any questions, problems, etc. Parents and students should expect a prompt response. Students are encouraged to speak with me directly so that questions can be resolved promptly.

**POWERSCHOOL** – Grades will be recorded on a regular basis. **POWERSCHOOL is always available to inform you of student performance.** If you have any questions or concerns, please e- mail me.

# Social Studies: Geography, Civics, & History

Mr. Phillips Griffin, MPA  
griffinp@trinityknights.org

## **Objectives**

Students will develop an understanding of the world, its people, places, governments, and history in the Social Studies class. Students will learn to think critically about the world through investigations in geography, civics, and history. The knowledge and skills developed in Social Studies will lay the foundation for student development as effective and critical citizens of their communities, nation, and world.

## **Curriculum**

### ***6th Grade: World Geography***

Students will follow a regional approach to studying the world's geography, cultures, and history. Each unit will begin with a geographic study of the region, including the creation and memorization of political and physical maps. Students will use the Five Themes and Six Essential Elements of Geography as a framework for study. Each regional unit will also include a survey of the history of the region. The goal of the course is for students to develop geographic literacy and a general understanding of world history and cultures.

Textbook: *World Cultures and Geography*, © 2013 National Geographic Learning (ISBN: 978-07362-8998-6)

### ***7th Grade: Civics & Government***

Students will engage in critical thinking and discussions while studying our civic systems, history, and government of the United States. The course is designed to promote an increased understanding of our constitutional democracy and the fundamental principles and values on which they are founded. Students will develop the skills needed to become effective and responsible citizens, increase their understanding and use of democratic processes when making decisions, and managing conflict, in both public and private life.

Textbook: *We the People: The Citizen & the Constitution*, 3rd. Edition. © 2017 Center for Civic Education (ISBN: 978-0-89818-220-0)

### ***8th Grade: U.S. History***

Students will examine the history of the United States from 1600 to 1876 through discussions, readings, historical analysis, and research. Students are expected to actively engage in the learning process by taking ownership of their education, asking questions, and seeking quality answers. Students will conduct a National History Day research project in the first semester to present at the school History Fair in the second semester. Students will develop the skills of historical analysis, investigative inquiry, and the critical examination of history.

Textbook: *America: History of Our Nation*, © 2011 Prentice Hall (ISBN: 0-13-369946-3)

## **Grading Scale**

Final grades each quarter are calculated by dividing the number of points earned by the total number of points possible.

Points Averages	
Daily Assignments	10-25 pts
Quizzes	25-75 pts
Tests & Projects	50- 150 pts
Bellwork	5- 10 pts

## **Supplies**

Students are expected to come to class prepared with all required materials. The notebook should be kept neat and organized to better facilitate learning. . Students are responsible with the care and maintenance of all textbooks issued to them. Textbooks must be covered at all times. Lost or damaged books may incur a charge for replacement.

- “Notebook” (Red three-ring binder with three sections: Bellwork/Journal, Notes, Assignments)
- Pencil, blue or black pen
- Red pen
- Colored pencils
- USB Flash Drive
- Issued textbook and/or iPad

## **Communication**

### ***Google Classroom***

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### ***Powerschool***

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# Religion

Jeremy Toth

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## **Objectives**

This purpose of Religion Class at Trinity Catholic School is to create a dynamic, discussion-based, and intentional classroom environment focused on the study of God and the Catholic faith through Sacred Scripture and Tradition. Students will be given opportunities to:

- deepen and broaden their relationship with God and neighbor
- increase their understanding of themselves as created in His image and likeness
- grow in a greater understanding and ownership of the Catholic faith

## **Curriculum**

### ***6th Grade***

The focus of the sixth grade year is God in the Old Testament. How does God reveal Himself and His plan for salvation to His people? What significance does the Old Testament have for the Church and for us as Christians?

*Alive in Christ: God in the Old Testament*, 2014, Our Sunday Visitor (ISBN: 978-1-61278-017-7)

### ***7th Grade***

The focus of the seventh grade year is Jesus in the New Testament. What do the Gospels reveal about the person of Jesus? How should we live in light of Jesus' teachings? Students in seventh grade will also study St. John Paul II's *Theology of the Body*.

*Alive in Christ: Jesus in the New Testament*, 2014, Our Sunday Visitor (ISBN: 978-1-61278-018-4)

*Theology of the Body for Teens: Middle School Edition*, 2011, Ascension Press (ISBN: 978-1-935940-05-0)

### ***8th Grade***

The focus of the eighth grade year is the Church. How was Gospel spread in the time following Jesus' death? What does it mean that the Church is one, holy, catholic, and Apostolic? How can we live as contributing members of the Church?

*Alive in Christ: The Church*, 2014, Our Sunday Visitor (ISBN: 978-1-61278-019-1)

### ***All Classes***

*The New American Bible, Revised Edition*, 2011, World Catholic Press (978-0-529-06484-4)

*Catechism of the Catholic Church*, 1997, Doubleday (978-0-385-47967-7)

*YOUCAT: Youth Catechism of the Catholic Church*, 2010, Ignatius Press (978-1-58617-516-0)

*Virtues in Practice*, 2013, Dominican Sisters of St. Cecilia Congregation

## **Grading**

Grades are based on a total points system. Points may be adjusted at the teacher's discretion based on number of questions or rigor of assignment.

<b>Category</b>	<b>Description</b>	<b>Points</b>
Classwork	Work and activities completed in class	5-10
Homework	Weekly assignment related to Sunday Mass readings (due each Monday night on Google Classroom)	8
Quizzes	Prayer Memorization Quizzes, Chapter Quizzes, etc.	15-20
Tests and Projects	Unit Tests, Major Projects, etc.	50

## **Supplies**

Students should bring the following to class each day:

- Orange Binder
- Loose-leaf paper
- Planner
- Pencil bag with pens, pencils, and colored pencils

## **Communication**

### ***Google Classroom***

Google Classroom is a collaboration tool for teachers and students. Teachers create an online classroom, invite students to the class then create and distribute assignments. Within the Google Classroom students and teachers can have conversations about the assignments and teachers can track the student's progress. This is an organizational tool for the students to see all assignments and to-do lists in one place. Parents are able to receive communication as well to see what the students are working on.

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# Art

Ms. Thomson  
thomsonc@trinityknights.org

## **Objectives**

In middle school art, students will build upon skills and knowledge they have already learned and will be introduced to new artists, ideas, and techniques. Goals include the following:

- Students will continue to develop technical skills in a variety of different media.
- Students will be able to effectively critique a work of art, using a well-developed art vocabulary.
- Students will learn to recognize artists, mediums, and techniques.
- Students will be able to communicate a message or emotion through their art and understand the meaning behind a work of art from other artists or countries.
- Students will develop an appreciation for all art forms.

## **Curriculum**

Students will be learning about artists and artistic movements throughout history as well as current artists and their work. Students will use and master a wide variety of art mediums, from painting to clay, and will create original works of art. For each project, students will learn about at least one artist or culture, a style of art, and a technique/medium, after which they will create a work of art inspired by said artist/style.

## **Supplies**

All students are required to bring their planners to art class. All students are required to bring a sketchbook, which will be kept in the art room.

## **Grades**

Students will earn a grade, up to 5 points, every time they come to art based on their behavior and participation. During projects, “mid-project” grades may be given based on effort and following the directions for the project up to that point. Final project grades will be earned at the completion of a large project, based on following the directions for the project and effort given. Occasionally there will be a small homework assignment graded based on completion.

## **Communication**

### ***Google Classroom***

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# IB DIGITAL DESIGN

(6th Grade)

Allie Lattner

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## **Objectives**

Students will be able to:

- Explain the IB Design Cycle
- Define a problem and design digital solutions for real world situations.
- Develop critical thinking skills.
- Develop skills necessary to use technology wisely.

## **Curriculum**

- Use of IB design cycle.
- ISTE standards for technology.

## **Grading Scale**

This is a pass/fail course.

Participation and effort are key components of the grade.

This is completely a project based class.

Expectations I have for all students:

- Be curious- your questions help drive our inquiry.
- Take initiative- push yourself to explore new ideas, stay organized, ask for help when needed.
- Have a strong work ethic- pay attention to detail, use your time wisely, and ask for help when needed.
- Come to class prepared, ready to learn, ask questions, collaborate and contribute to the group's success.

## **Supplies**

Students must have a planner and writing utensils at all times.

## **Communication**

### ***Google Classroom***

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# Health Opportunities through Physical Education

Mr. Whittaker

[whittakerj@trinityknights.org](mailto:whittakerj@trinityknights.org)

## **COURSE GOALS/OBJECTIVES/STANDARDS:**

The Physical Education Standards focus on the development of a physical educated person, emphasizing the development of movement, balance, physical activity and fitness, and positive attitudes for all students. Teamwork and cooperation is a keystone to today's society and professional development. The students will acquire competency in many movement forms and show proficiency in a few applying concepts and attitudes to performance. The Florida Sunshine Standards and the Diocese of Pensacola-Tallahassee are followed through the course curriculum.

In relation to the H.O.P.E class, a book study of current information and trends related to health, wellness, social factors, and revelations in today's medical field will be addressed and discussed in a classroom setting.

## **COURSE DESCRIPTION, TOPICS & CURRICULUM:**

With a focus on health and fitness, this course guides student to be active and healthy now and for a lifetime. Effective strategies and techniques are a foundation of the course so that students can continually make improvements in all areas of wellness.

Leading a healthy lifestyle is the best way to prevent health problems before they occur—this course helps students do just that.

Topics from the class guidelines include:

- Mental and Emotional Health
- Managing Stress
- Skills for healthy family and peer relationships
- Nutrition
- Growth and development
- Drugs and effects on health

## **GRADING:**

Students will earn normally a grade up to 10 points, every time they come to class fully engaged and challenging oneself. The grade can change if they are not "dressed out" which drops them to a 0 at the start of class. This grade can quickly climb if the student leads the class in warm ups and engages the class wholeheartedly, but never surpass a 7 due to the initial fact of not being prepared for class (the

uniform). Various degrees of change from 10 points can occur if the student is off task or unwilling to join in on today's activities, or poor judgement and sportsmanship is displayed as well. Other possible grades for skills' tests or quizzes will range from 10-15 points respectively.

H.O.P.E. Classwork will encompass both homework and both test and quiz grades.

Test and quizzes will range= from 50 to 100 points each.

Homework=from 5 to 10 points depending on extent

Projects= from 50-100

#### **SUPPLIES:**

Composition Notebook/spiral notebook

1' Binder

Pen(s)

#### **EXPECTATIONS:**

Students strive to become well educated citizens who appreciate the importance of exercise, understand how to achieve health related fitness, and have developed sufficient skills to enjoy participating in lifetime sports and other physical activities. Physical education performs a unique function in the curriculum by providing a safe environment where students are exposed to many opportunities to develop their skills. Because the interests and abilities of students vary, offerings in physical education must be diversified enough to meet the individual needs of the students. The ultimate goal of quality physical education is to prepare and motivate all students to engage in daily lifelong physical activities that promote health and wellbeing. Our students will be largely required throughout the year to work as a team member or in a team setting. We feel this is an invaluable asset for future growth both in school and also professional development and settings. Through working together, friendships and a "family" vibe can be created only to further enriching your child's middle school experience.

H.O.P.E. offers the chance for the students to learn, discuss, and question the problems and solutions our current society face daily through the comfort of Christian value based instruction. While also incorporating the techniques towards a healthy wellbeing during regular P.E classes and beyond for maximum gain in the student's overall health.

#### **COMMUNICATION:**

[whittakerj@trinityknights.org](mailto:whittakerj@trinityknights.org)

# Physical Education 6-7

Mr. Whittaker

[whittakerj@trinityknights.org](mailto:whittakerj@trinityknights.org)

## **COURSE GOALS/OBJECTIVES/STANDARDS:**

The Physical Education Standards focus on the development of a “physically educated” person, emphasizing the development of movement, balance, physical activity and fitness, and positive attitudes for all students. This is based on the Standards of Florida and those of the Diocese of Pensacola-Tallahassee. Goals include the following:

- Students will develop teamwork and cooperation skills
- Students will develop competency in various movement forms
- Students will show proficiency in movement
- Students will be able to apply concepts and attitudes to their performance
- Students will develop the skills of games by acquiring rules and premises of play

## **COURSE DESCRIPTION/Curriculum:**

Physical education is an essential part of the total education program. Physical education programs promote the physical growth and development of children and youth while contributing to their general health and well being. These programs are based on a planned sequence of experiences in a wide variety of activities. Ultimately, they should help young people keep physically fit and enjoy many forms of physical activity during the school year and continuing throughout life. I envision students enjoying physical activity, developing physical fitness, and pursuing wellness as a part of a healthful lifestyle.

## **GRADES:**

Students will earn normally a grade up to 10 points, every time they come to class fully engaged and challenging oneself. The grade can change if they are not “dressed out” which drops them to a 0 at the start of class. This grade can quickly climb if the student leads the class in warm ups and engages the class wholeheartedly, but never surpass a 7 due to the initial fact of not being prepared for class (the uniform). Various degrees of change from 10 points can occur if the student is off task or unwilling to join in on today’s activities, or poor judgement and sportsmanship is displayed as well. Other possible grades for skills’ tests or quizzes will range from 10-15 points respectively.

If a student has a doctor’s note or is unable to participate that day, an Ex (exempt) will be applied to the gradebook. If further excusal of P.E. is necessary, then a doctor’s note is mandatory for future exemptions.

**SUPPLIES:**

Trinity Catholic PE uniform

**COMMUNICATION:**

Any questions please email me at [whittakerj@trinityknights.org](mailto:whittakerj@trinityknights.org)

**Expectation:**

Students will strive to become well educated citizens who appreciate the importance of exercise, understand how to achieve health related fitness, and have developed sufficient skills to enjoy participating in lifetime sports and other physical activities. Physical education performs a unique function in the curriculum by providing a safe environment where students are exposed to many opportunities to develop their skills. Because the interests and abilities of students vary, offerings in physical education must be diversified enough to meet the individual needs of the students. The ultimate goal of quality physical education is to prepare and motivate all students to engage in daily lifelong physical activities that promote health and well being. My students will be largely required throughout the year to work as a team member or in a team setting. I feel this is an invaluable asset for future growth both in school and also professional development and settings. Through working together, friendships and a 'family' vibe can be created only to further enriching your child's middle school experience.

# Trinity Catholic School

## International Baccalaureate® (IB)

### Middle Years Programme (MYP)

### Music

Ms. Rios  
riosn@trinityknights.org

#### **Objectives**

In the International Baccalaureate® (IB) Middle Years Programme (MYP), students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning. Students have opportunities to function as artists, as well as learners of the arts.

Arts stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

MYP arts has four objectives of equal importance and value:

knowing and understanding;

developing skills;

thinking creatively; and

responding.

Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts. The MYP curriculum framework offers schools flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of arts ([www.ibo.org/myp/](http://www.ibo.org/myp/)). At Trinity, we strive to meet these objectives by incorporating both the 2014 National Music Standards (<https://nafme.org/my-classroom/standards/core-music-standards/>) and the Next Generation Sunshine State Standards in Music learning (<http://www.cpalms.org/Public/search/Standard> ).

To learn more about the International Baccalaureate® (IB) Middle Years Programme (MYP) Course Description and Aims, please refer to: [https://www.ibo.org/globalassets/digital-toolkit/brochures/myp-brief\\_arts\\_2015.pdf](https://www.ibo.org/globalassets/digital-toolkit/brochures/myp-brief_arts_2015.pdf)

#### **Curriculum**

*6th Grade (IB MYP Year 1), 7th Grade (IB MYP Year 2), 8th Grade (IB MYP Year 3)*

Since Trinity is a first year, International Baccalaureate® (IB) Middle Years Programme (MYP) Candidate School, the music curriculum will serve all students in grades 6-8 similarly, creating a foundation for years 2 & 3. In year one, students will explore: music history; traditional and contemporary hymns and songs for participation in weekly school Masses; music theory and various music notation systems; ethnomusicology; and instrument exploration in a modern band setting including, but not limited to the exploration of: guitar (classical, acoustic, electric and bass), keyboard, world drums/drum set and vocals. Of special focus will be in the incorporation and development of the 21<sup>st</sup>-century skills necessary for success as citizens, workers, and leaders in a global economy, especially the skill of collaboration.

## **Grades**

All middle school students will be graded as follows in MYP Music year 1:

Daily participation	70%
Homework	10%
Projects (individual & group)	10%
Developmental Workbook (DW)	10%

## **Supplies**

- Students must have a composition notebook (no spirals, please) which will become their Developmental Workbook (DW) and remains in the music room at all times throughout the 3-year MYP Programme.
- Headphones (not earbuds)
- School Planner
- Pencils and pens

## **Communication**

### ***Google Classroom***

Google Classroom is a collaboration tool for teachers and students. Teachers create an online classroom, invite students to the class then create and distribute assignments. Within the Google Classroom, students and teachers can have conversations about the assignments and teachers can track the student progress. This is an organizational tool for the students to see all assignments and to-do lists in one place. Students must accept the email invitation in order to have access to the Google Class. Parents are able to receive communication as well to see what the students are working on.

### ***E-mail***

The most effective method of communication between teacher and parents is e-mail. Parents should expect to receive a reply from the teacher within 24 hours. Students may confer directly with the teacher to resolve any questions or concerns. Students may use their school-issued email account to communicate, if there is not an opportunity in class. Ms. Rios is available through email at: [riosn@trinityknights.org](mailto:riosn@trinityknights.org)

## Latin 1 Syllabus Fall 2019-Spring 2020

**Instructor:** Mr. Mark D. Buzbee

**Email:** buzbeem@trinityknights.org

**Course website:** A course webpage will be available on Google Classroom.

### **Objectives:**

By the end of this school year, students will have acquired an understanding of many of the essential staples of Latin grammar and syntax. Students will have all of the necessary tools and strategies for beginning to decode a complex ancient language, and as a result they will be ready to open their Latin “toolkit” in order to begin to read the thoughts and ideas of some of ancient Rome’s greatest historical, political, and literary figures. I aim to develop a classroom environment that will be conducive to students with varying learning styles and abilities in order that students may feel comfortable not only with the subject material and assignments, but also with their peers and me as their instructor as well.

### **Curriculum:**

This course is designed to be the first year of a three year comprehensive introduction to Latin grammar and syntax. This course will ask students to memorize vocabulary and to acquire an understanding of both the formation and usage of Latin noun, adjective, and verbal forms. Latin I students will then directly apply these skills toward the translation of increasingly complex Latin sentences and phraseology. In addition, students will be encouraged to read and to pronounce Latin aloud in order to gain an appreciation of the language in its original context. Finally, this course will also expose students to elements of Classical mythology and ancient Roman culture and history so that students may employ the Latin language to learn about the thoughts and beliefs of ancient individuals.

### **Required Materials:**

1) *Jenney’s First Year Latin*, Charles Jenney, Jr., Rogers V. Scudder, and Eric C. Baade. 1985. This book is not available as a digital book, so students will need a hard copy of the book for this course. ISBN: 020508723X. This book is available on Amazon.com and Chegg.com.

2) A designated notebook to be used only for this course. This may be a spiral notebook, a bound notebook, or a three-ring binder with loose-leaf paper within it. If you chose a notebook, please make sure that you have some place where you can store handouts from this course (for example, within the pockets of a spiral notebook). This is to ensure that course materials are kept organized and do not become lost among materials from other courses. Students will also need surplus notebook paper for completing quizzes and homework assignments.

### **Quarter Grading Scale (Percentages are approximate and subject to change at teacher’s discretion):**

Class Participation:	~15% (3 points per class period)
Homework:	~30% (10 points per assignment)
Quizzes:	~25% (approximately 20 points per quiz)
Tests:	~30% (100 points per test)

### **Grading Overview (Entire Year)\*:**

1 <sup>st</sup> Quarter	40%
2 <sup>nd</sup> Quarter	40%
Midterm Exam	20%
3 <sup>rd</sup> Quarter	40%
4 <sup>th</sup> Quarter	40%
Final Exam	20%

\*Note: the grading system for the entire year is standardized by Trinity and is the same for each class.

### **Class Participation:**

Students are expected to be present in class, on time, and paying attention. This class requires a large amount of memorization and practice; coming to class means that you are absorbing some of the language every day. A good class participation grade comes from being prepared for class, and from being ready and willing to answer questions and to engage in activities. A student need not always have the correct answer or raise his or her hand for every question, but he or she should pay attention and be prepared to attempt to answer questions when called upon. Language skills cannot be learned passively. Lack of preparation will not be considered an excuse for lack of participation.

**Each student will receive a daily class participation and preparation grade that reflects the instructor's assessment of the student's level of preparation and participation for that day's class. The instructor will determine a student's level of preparation and participation based upon the student's behavior and willingness to translate both previously assigned and new material in class.**

Generally, a student who comes to class daily, asks questions, and provides answers when called upon will receive the maximum amount of daily participation points. If it becomes evident that a student is not actively engaging in classroom activities or is disrupting his or her peers, I will bring my observations to the student's attention. If this behavior continues, the student's class participation grade will begin to suffer. **An unexcused absence will result in a "0" grade for daily participation.**

### **Homework:**

In this course, homework will be assigned almost nightly and will consist of selections taken from *Jenney's First Year Latin* textbook, handouts that I will create, and, as student abilities progress, short passages of "real" Latin. Students will be expected to arrive to class each morning ready to translate and ask questions about the previous night's homework assignment. I will often reserve class time for students to begin their nightly homework assignment while benefiting directly from my help and from the help of their peers. I also understand that high school students often must balance the workload of my course alongside the workloads of additional courses and extracurricular activities. As a result, I will take care not to overburden students with excessive nightly homework.

**Homework will be checked daily and collected occasionally.** Homework will be graded for completeness, rather than accuracy, since homework is designed to be a medium through which students can practice their Latin skills. Incomplete homework will receive partial credit. A portion of class time every day will also be dedicated to reviewing the previous night's assigned homework. If students have problems with the homework, class time is their opportunity to ask questions about it. If they do not ask questions, I can only assume that they feel entirely comfortable with their level of mastery of the material. Students should aim to complete all homework assignments **prior to the beginning of class on the day on which they are due.**

### **Quizzes:**

In order to help encourage students to stay caught up with the new grammatical concepts that will be introduced continuously throughout this course, students will take brief weekly quizzes. Quizzes will usually focus on the vocabulary and grammar that was introduced during the previous week. This provides students with ample time to request help and to review the previous week's concepts in preparation for the quizzes. Each quiz will be cumulative (due to the nature of the course) and will be specifically designed to emphasize the concepts learned during the week prior.

The quizzes will not be designed to be very difficult or time consuming, but simply to verify whether or not a student has been keeping up with the assigned material. In theory, if a student has completed the assigned homework for the previous week and reviewed the concepts that were covered, they should find the quizzes to be fairly easy.

### **Tests:**

There will typically be two or three tests given in this course per quarter. Due to the nature of learning Latin, these tests will be **cumulative**. However, each test will focus upon the material that has been covered since the previous test. These tests are an opportunity for students to show me what they have

learned and how well they have mastered the material. Students will always know in advance what the format of my tests will be and what material will be emphasized on them. I will take special care to ensure that the material that appears on these tests is material that has been emphasized repeatedly in class, and I will not aim to trick students in any fashion.

### **Communication**

#### **Google Classroom**

Google Classroom is a collaboration tool for teachers and students. Teachers create an online classroom, invite students to the class, then create and distribute assignments. Within the Google Classroom students and teachers can have conversations about the assignments and teachers can track the student's progress. This is an organizational tool for the students to see all assignments and to-do lists in one place. Parents are able to receive communication as well to see what the students are working on.

#### **E-mail**

The most effective method of communication between teacher and parents is e-mail. Parents should expect to receive a reply from the teacher within 24 hours. Students may confer directly with the teacher to resolve any questions or concerns. Students may use their school-issued email account to communicate, if there is not an opportunity in class.

#### **Powerschool**

Parents and students are responsible for checking PowerSchool on a regular basis to monitor progress. Please bring concerns to the teacher's attention as soon as they appear. Parents and teachers will work together to promote student progress. Questions regarding access to PowerSchool should be directed to the front office.

### **Policy on Attendance:**

Due to the rapid pace of the class, amount of information covered, and importance of classroom discussion, student absences are *strongly* discouraged. When a student is absent, the student is responsible for all work missed, including class notes, quizzes, tests, and homework. It is the **student's responsibility** to find out what was missed, turn in that assignment, if applicable, and to make arrangements with me to make up any tests. **In order to make up work, an absence must be excused.** Teachers are not required to accept make-up work for unexcused absences (a student may turn in assignments/make up tests, but the grade will not be entered until the absence is excused).

- If a student misses class because of a field trip, athletic event, or other school-sponsored release, the student is required to see me in **advance** in order to obtain the work that they will be missing so as not to fall behind.
- A student will have one day to turn in work for each day that they are absent. **Make up work will not be accepted after two weeks. If a student is absent only on the day of a test, the student will be required to make up that test on the day that they return.**
- Students who miss scheduled tests or quizzes will only be allowed to make them up if their absence is excused.

### **Classroom Etiquette and Discipline:**

1. Respect your instructor and your fellow classmates by arriving on time to class, raising your hand when you want to speak, and remaining seated unless told otherwise.
2. Please refrain from talking and side conversations during class. Private conversation cannot and will not be tolerated.
3. Personal Internet surfing, game playing, and working on homework from other classes during Latin class is prohibited unless I give permission. Such activities both demonstrate a lack of respect to the teacher and distract other students sitting nearby.

4. Come to class wearing the proper uniform. This is an integral part of being a student at Trinity.
5. Once the class is in session, please do not leave the room and re-enter unless there is an emergency. This is disrupting and inconsiderate both to the instructor and to your fellow students. If you need to use the restroom, get a drink of water, or are not feeling well, simply ask to be excused and you will be. However, if you have a condition that requires habitual exits from the classroom, or if you know in advance that you will be arriving late to class or need to leave early for whatever reason, please inform the instructor in advance in order to accommodate this.

There will be consequences for students who fail to maintain the classroom etiquette stated above. All disciplinary problems will be followed in accordance with the Code of Conduct defined by the SJPII Student Handbook:

- First offense: Verbal warning
- Second offense: Loss of daily class participation points
- Third offense: Disciplinary referral and lunch detention
- Fourth offense: Parent-teacher conference

**Policy on Academic Honesty:**

Cheating of any kind on a test, assessment, or assignment is both stealing and misrepresentation. It is considered a very serious matter and will be handled by the teacher and reported to the administration. The student will be placed on academic probation and further infractions may result in immediate dismissal. In addition, cheating on any test, quiz, or assignment will result in a grade of “zero” on that particular assignment or assessment.

Because plagiarism is intellectually dishonest and therefore a form of thievery, it is treated as a serious offense and is dealt with accordingly. Students must make every effort to acknowledge sources of information in both their oral and written work. Using someone else’s work or ideas as your own is considered plagiarism. To avoid plagiarism, students must correctly cite material copied directly from other sources, including the Internet.

**Course Schedule:**

Note: It has been my experience that not every student learns Latin at the same pace. As a result, I have found that setting a rigid schedule at the beginning of the school year is usually not productive for the students. The following is an **approximate** schedule that can be modified based upon student performance.

**First Nine Weeks (Quarter 1)**

Basic Review of Essential English Grammar; Textbook: Chapters 1-6

**Second Nine Weeks (Quarter 2)**

Textbook: Chapters 7-12; Review for Midterm Examination

**Third Nine Weeks (Quarter 3)**

Textbook: Chapters 13-18

**Fourth Nine Weeks (Quarter 4) and Final Examination Week**

Textbook: Chapters 19-24; Review for Final Examination