

**Columbus Academy**  
**World Conflict and Compromise**  
**Course Syllabus 2011/2012**

Mrs. Miller - B200

*“The theme Conflict and Compromise in History is complex and asks scholars to view history through multiple perspectives. In some cases, the conflicts existed without compromise. In others, compromise was reached before major conflicts ensued. In the end some conflicts were averted with compromises, like treaties. However, more often, events in history reflect both conflict and compromise.”* National History Day 2008

Through the thematic lens of conflict and compromise, this course will examine how people of different nations, religions and cultures interact with each other. Beginning close to home, students will consider how the American system of government, documents such as the Constitution, and concept of citizenship reflect our national identity. The students will also get an opportunity to create their own representation of American history by designing a monument in conjunction with our trip to Washington D.C. Moving into second quarter, we will explore the idea of “compromise” through the history of diplomacy in order to gain an understanding of the framework that exists for nations to negotiate difficult situations. We will then apply this knowledge to specific case studies of conflicts during the last hundred years that highlight different elements, as well as successes and failures of the diplomatic process. The case studies will serve as practice for our third quarter in depth study of the Vietnam War, a conflict that provides a meaningful opportunity to delve into historical skills such as research strategies and primary document analysis. The year will culminate with the Cold War Trial, a group project that will allow the students to engage in diplomatic talks about real historical situations. As a whole, the course will challenge students to consider the meaning of global citizenship through conflict and compromise by relating these concepts to past and current events.

**Course Website**

Visit the course website accessible through the Columbus Academy intranet for announcements, calendars, homework, important documents, and online resources. We will also use edmodo.com for class discussions and posting. Please bookmark both sites!

**Books and Materials**

- *Call to Freedom* textbook (kept in class)
- Other assigned readings, available online and in hard copies
- Binder, paper, pens, pencils

**Essential Questions**

We will focus upon five essential questions throughout the year:

## 8<sup>th</sup> Grade Language Arts - Ms. Seymore

### I. Texts

- Language Network – textbook and workbook (grammar books)
- Night – Elie Wiesel
- To Kill a Mockingbird – Harper Lee
- The Miracle Worker – William Gibson
- Animal Farm – George Orwell
- Collection of African-American poetry
- Welcome to the Monkey House (selected stories) – Kurt Vonnegut

### II. Course description.

8<sup>th</sup> grade Language Arts class is a class that will fully emphasize critical writing and eventually learn how to expand upon the 5-paragraph essay once this is completely mastered. We will continue to hone our critical thinking, speaking, listening, and writing skills while also enhancing our vocabulary and grammar within our writing.

The overarching theme of 8<sup>th</sup> grade Language Arts is social justice and equal rights. We will examine our texts through social, historical, and cultural perspectives while also relating them to current local, national, and world events.

### III. Course Goals

1. To create, argue, and prove our own thesis statements in our essays.
2. To connect themes and draw comparisons from a variety of texts and literary genres.
3. To improve our vocabulary and grammar, especially within our writing.
4. To write more complex sentences, paragraphs, and essays in order to fully examine the assigned topic in a deep and critical manner.

### IV. Grading System.

- Major papers, projects & tests: 50%
- Quizzes/Homework/Daily in-class assignments/Group Projects: 40%
- Class Participation: 10%

### V. Contact Information

- Primary Means of Communication – email [amy\\_seymore@columbusacademy.org](mailto:amy_seymore@columbusacademy.org). (I have immediate access to email and will respond promptly.)
- Secondary Means of Communication – telephone 509-2578 – school voice mail (I have limited access to my voice mail and do not check it as frequently as email.)
- Getting Emergency Messages to your child – Middle School Office - 337-4301

# 8th grade Physical Science Outline 11-12

Room: C-216

Mr. Martin

[todd\\_martin@columbusacademy.org](mailto:todd_martin@columbusacademy.org)

614 - 509 - 2646

## Textbook: Interactions in Physical Science

All homework sheets, review and lab handouts will also be available through my Moodle site.

Access the 8<sup>th</sup> grade Moodle pages at: <http://intranet.columbusacademy.org/>

## Grading:

Homework	10%
Tests/Quizzes:	35%
Labs:	35%
Assignments/Projects	20%

## Homework Policy:

- A homework is posted on the Moodle calendar and is posted in class .
- Late homework is not accepted.
- If you are absent, homework questions/sheets are accessible through Moodle. Excused absences move due dates back.
- Projects, labs and assignments lose 10% for every day they are late

## Biweekly Forums/current events

- Discussion questions will be posted on Edmodo approx. twice a month. Student are required to post a response as well and one meaningful response to a classmate's post.
- Current event science article summaries will be required each quarter

## Required Material: To be brought to class everyday:

- Three ring binder/Folder
- Lined paper/spiral bound perforated notebook
- Pen, pencil and highlighter
- Calculator

- Ruler and graph paper (recommended)

## **8<sup>th</sup> grade science curriculum**

**The follow topic will be covered during the school year with a focus on labs, demonstrations and technology. Students to be active participants and learn from each other. We will emphasize the analytical processes necessary to make the below topics measurable and predictable**

### **Term 1:**

**Scientific Interactions (Method)**

**Metric measurement – Mass, Volume, Density**

**Conservation of Mass**

**Acids/bases**

**Chemical Interactions**

### **Term 2:**

**Element/Compounds/Mixtures**

**The Periodic Table**

**The Structure of Matter**

**Chemical Bonds/Chemical Equations**

### **Term 3**

**Waves**

**Motion**

**Force/Friction/Gravity**

**Thermal Energy and Heat transfer**

### **Term 4**

**Electromagnetic Spectrum/Light**

**Electricity/Magnetism**

**Forensics**

1. How does a nation develop national identity?
2. Why have relations among humans become so complex over time?
3. Is conflict among humans and among groups of human inevitable?
4. What means can nations or groups of people use to compromise during times of disagreement?
5. Why are multiple perspectives essential to understanding case studies that deal with conflict and compromise?

### **Content Overview**

The first half of the course examines the development of American national identity in preparation for the trip to Washington D.C. and then moves into a study of compromise through the history of diplomacy in preparation for case studies of world conflicts. Topics included are:

- American Civics and Citizenship
- Washington D.C. and World Capitals
- Project: Monument Design
- History of Diplomacy
- International Affairs Governing Bodies
- Conflict Case Studies: Irish Civil War & The Troubles, Dirty War in Argentina, Kosovo, Darfur

The second half of the course continues with an in depth study of the Vietnam War and emphasis on historical skills such as research and primary document analysis in preparation for a mock trial of student selected Cold War events. Topics included are:

- Research Methods
- Colonial history of Vietnam
- The war before the conflict
- US involvement in Vietnam
- Media and International Reaction
- Group Project: Mini-Documentary
- Overview of Cold War events
- Cold War Trial

### **Historical Skills**

- Identify and evaluate the accuracy and usefulness of primary and secondary sources
- Make connections between the past and the present
- Create and explain maps, diagrams, tables, charts, and graphs
- Review information for accuracy, separating fact from opinion
- Interpret ideas and events from different historical perspectives
- Evaluate and discuss issues orally and in writing
- Compare, analyze and evaluate different interpretations of historical events and issues.

- Develop an independent thesis (theory), and support it to construct a sound historical argument.

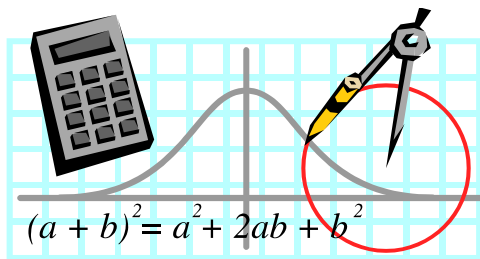
### **Assessments**

Your term grades depend on your performance in the following categories:

- Class Participation: 10%
- Homework: 20%
- Projects and Papers: 35%
- Quizzes and Exams: 35%

### **Performance Criteria**

Comes prepared to class	<ul style="list-style-type: none"> <li>• In seat when class begins</li> <li>• Has required materials</li> <li>• Homework submitted</li> </ul>
Shows respect for others	<ul style="list-style-type: none"> <li>• Considerate of the ideas &amp; opinions of others</li> <li>• Follows classroom rules and procedures</li> </ul>
Shows understanding of course material	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of course themes, main ideas and concepts</li> <li>• Responds accurately to class discussions, homework, and exam questions</li> <li>• Transfers history content to present-day situations</li> </ul>
Engages in class discussions and activities	<ul style="list-style-type: none"> <li>• Engages in individual, small group, and class discussions</li> <li>• Asks questions for clarification</li> <li>• Focused on class activities</li> </ul>
Collaborates well	<ul style="list-style-type: none"> <li>• Works for the benefit of the entire group (demonstrates teamwork)</li> <li>• Equally divides the work</li> </ul>
Demonstrates organization and time management skills	<ul style="list-style-type: none"> <li>• Maintains organized notebooks and digital folders</li> <li>• Submits high quality work on time</li> <li>• Makes good use of class time</li> </ul>
Shows willingness to try new things	<ul style="list-style-type: none"> <li>• Participates willingly and actively in every activity</li> <li>• Approaches the study of history with an open mind</li> </ul>
Exercises self-advocacy and communication skills	<ul style="list-style-type: none"> <li>• Proactive about making up work</li> <li>• Asks questions for clarity</li> <li>• Communicates problems and issues</li> </ul>



# Algebra

Mrs. Young

[Joan\\_young@columbusacademy.org](mailto:Joan_young@columbusacademy.org)

## Welcome!

I am VERY excited to have you in my class this year. Algebra is quite different than much of the Arithmetic you've had previously. It's a language in itself, and we'll learn it together. As your first homework assignment, please read (and be ready to discuss): *What is Algebra Anyway?* and excerpts from *A Growth Mindset*. Both items are posted on moodle.

The goals of this course are for you to

1. Become mathematical problem solvers,
2. Learn to reason mathematically,
3. Learn to communicate mathematically,
4. Learn to value mathematics, and
5. Become confident in your ability to do mathematics.

Also exciting, is that all 8<sup>th</sup> grade math classes will utilize a student-centered approach (Yes, it IS all about YOU!) incorporating problem-based materials from Phillips Exeter. The materials consist of sets of word problems designed to help you achieve the goals listed above. You will be asked to thoughtfully consider problems, led by me, to develop problem-solving strategies, rather than formulaic answers to the problems posed. The hope is that you will no longer think of math as abstract concepts and learned through rote memorization, but instead as a conceptual and practical framework for describing and solving meaningful problems. This experience will likely be different from what you are used to in that it will require you to learn and me to teach in new ways. The problem packets are carefully designed to provide the right challenges at the right times, and we will work closely together to meet these challenges as class 'teams,' while maintaining a 'growth mindset.'

Some problems/topics may seem particularly challenging. Unfortunately, no one can predict which problems will excite and which will challenge a particular student. You will be MOST successful if you maintain a 'Can Do' attitude (which I will reinforce), as algebra just takes time (literally), patience, and yes, lots of practice! PLEASE come for help early and often. We can work on problems together, which can serve to speed up the process toward understanding and help keep you feeling more comfortable and confident along the way. Above all, relax and enjoy the adventure!

## One Simple Rule: Be RESPECTful

- Respond in an appropriate manner.
- Excellence only! (do YOUR BEST - no sloppy work or excuses)
- Stay in your own personal space.
- Participate - Algebra is not a spectator sport!
- Encourage others.
- Come prepared to learn. (materials, attitude, on time)
- Take responsibility for your actions and belongings.

## Resources

**Problem Sets:** Handed out in class and posted on moodle.

**Textbooks:** Your textbook will not be needed in class, so please keep yours handy at home for reference.

**Algebra 1:** McDougal Littell Algebra 1.

Textbook Website: [www.classzone.com](http://www.classzone.com). You will need to create a student account using the ISBN number from your text.

**Advanced Algebra:** Algebra Structure and Method Book 1.

Tutorials website: [http://www.hstutorials.net/math/alg1\\_Dolciani/a1d.htm](http://www.hstutorials.net/math/alg1_Dolciani/a1d.htm)

**Internet:** The most popular links will be placed on moodle. Others may be accessed or announced in class as particular projects/topics arise. Some you may enjoy (these will be placed on moodle) include:

Cartoons to Develop Algebra Concepts: [http://www.hstutorials.net/math/Alg\\_Cartoons.htm](http://www.hstutorials.net/math/Alg_Cartoons.htm)

Math Dictionary: <http://www.amathsdictionaryforkids.com/dictionary.html>

Games and Activities to Develop Algebra Skills: [http://www.hstutorials.net/math/Alg1\\_Games.htm](http://www.hstutorials.net/math/Alg1_Games.htm)

**Teacher:** Ask early and often. Sometimes a little one-on-one can help to clarify a concept or just to stay on top of things. It's best not to wait, as little issues can steamroll into larger ones (especially since Algebra is cumulative).

**Classmates:** Working together IS encouraged - copying a friend's homework is not. Help a friend by explaining how to approach a particular problem, reasoning it through with them, or recommending a tool or resource. Or, come by to ask for help together!

## In Class Reminder Policy- STOP and THINK before Acting



Red = STOP!

Yellow = CAUTION!

Green = GO!

A traffic light system (well, we use green, red, and yellow cups, but it works! ☺) will be used in the classroom for 'voice' traffic and for behavioral redirection. When GREEN is on display, students may talk freely (if on task; within the class or in groups). YELLOW will be displayed when the noise level has become too high or the class is off-task (warning signal); hands must be raised before speaking during this time. RED will be displayed in cases where quiet is required (noise levels exceeded an acceptable level or class behavior has become a concern). 'Red cup' status is assumed during assessments. Students who speak out or act out after a RED signal has been presented will be asked to exit the room.

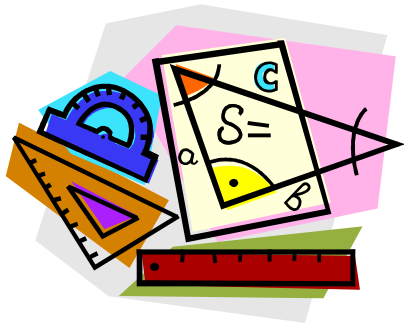
## Grades

\*Tests: 80%

Homework Quizzes: 10%

Homework: 10%

\*Test scores below 70% will be sent home for signature (with the goal of beginning a conversation in terms of how we can best work together to assist in raising student performance), and these tests (only) must be retaken until a score of 70% is achieved (70% will be the highest score awarded on a retest).



# Geometry

Mr. Cavnar

[Adam\\_Cavnar@columbusacademy.org](mailto:Adam_Cavnar@columbusacademy.org)

Mrs. Young

[Joan\\_Young@columbusacademy.org](mailto:Joan_Young@columbusacademy.org)

## Welcome!

We are VERY excited to have you in our class this year. Geometry is "a branch of mathematics concerned with questions of shape, size, relative position of figures, and the properties of space... [and is] one of the oldest mathematical sciences" (<http://en.wikipedia.org/wiki/Geometry>). This Geometry course is heavily algebra based, so be prepared to use the algebra skills you learned over the last two years. As your first homework assignment, please visit, and be ready to share a favorite feature of, The Geometry Junkyard at <http://www.ics.uci.edu/~eppstein/junkyard/> and read excerpts from *A Growth Mindset*, posted on moodle.

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## Resources

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**Textbook: Geometry:** McDougal Littell Geometry 2011.

Textbook Website: [www.classzone.com](http://www.classzone.com). You will need to create a student account using the ISBN number from your text. Your textbook will not be needed in class, so please keep yours at home for reference.

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Spanish-Grade 8  
Ms. Prince  
email: [marjorie\\_prince@columbusacademy.org](mailto:marjorie_prince@columbusacademy.org)

2011-2012  
Room C-104  
vmail: 509-2664

## **¡Bienvenidos a la clase de español!**

Eighth grade Spanish is equivalent to the second half of the first year of a college preparatory high school Spanish course. Grammar and vocabulary are learned in a context which develops all language skills: reading, writing, listening and speaking in accordance with the Ohio Foreign Language Standards and Indicators.

Culture is an integral part of learning any language as it facilitates students' understanding of the world and sets them on a path to becoming enlightened global citizens. In the *Panorama* section of the text students will have the opportunity to read about the cultures of Puerto Rico, Cuba, Perú, and Guatemala.

### **Class Expectations**

Your decision to continue with Spanish is an important one and with that decision comes an expectation that you will do your absolute best to perform at the standards set for Columbus Academy students. In class the expectation is for students to be attentive, respectful and engaged. Your participation in Spanish will be evaluated every day. So make the most of what you have learned.

Outside of the classroom the expectation is for you to prepare for class by making sure you have your book, workbook, notebook, and a pen/pencil. You will not be permitted to return to your locker once class has begun so make use of the time in between classes to get what you need from your locker and also to use the restroom or to get a drink. Unless you have a note from a teacher you will be marked tardy if you arrive after the time set for class to begin. In addition, you will be expected to complete all homework assignments and be prepared to turn in assignments on any given day. Homework left in your locker or at home is considered late and will not be accepted for credit. However, I will check late homework and answer any questions you may have.

### **Class Format**

Beginning with the second week of class we will use class time in a variety of ways that will allow you to make the most of this language learning experience. There will be certain "rituals" that you should expect such as me asking the day, date, if anyone has a birthday or a family event that they want to share, etc. I will call on different people to answer these kinds of questions so start thinking in Spanish as soon as you arrive to class. Following the warm-up there will be instruction/presentation of new material or homework review. This is followed by

paired or group activities. We will end the class with 5 minutes of reading or writing in Spanish. There are times when we will go to the MS computer lab to work on the *Descubre* supersite or other writing activities.

You will work in pairs or groups but your assigned seats will change a few times throughout each quarter. If you are reassigned a seat because you are being a distraction to others an email will be sent home that day. It is important to contribute in a positive way every day.

### **Student Evaluation**

Participation. (10%) You will benefit greatly by communicating in Spanish in the classroom every day. Your active participation, your willingness to stay on task, and your daily preparation will help you increase your Spanish fluency. Throughout the quarter you will be asked to evaluate your participation.

Quizzes. (25%) There will be several quizzes of varying length and content. For example, short grammar/vocabulary quizzes, a grammar and listening comprehension quiz, a speaking evaluation, or a culture quiz. You will always know ahead of time when the quiz will be and what it will cover.

Chapter tests. (20%) There will be one chapter test after each chapter is completed. You will know a week in advance when the test will be and the format.

Compositions/Writing projects. (10%) There will be one composition for each chapter covered in the text. The compositions will be another way to evaluate your understanding of the grammar concepts and use of specific vocabulary.

Speaking Performances/Presentations. (15%) Each student will prepare short culture presentations each semester. The presentations will be in English. In addition, there will also be opportunities for you to present a short reading in Spanish about a topic of interest.

Homework. (20%) There will be graded and non-graded homework. You must have the homework the day it is due. If you are absent you must turn it in when you return to school. It is your responsibility to turn it in.

Being prepared is key to being a successful learner. Daily study and review of the material and completion of assignments will be invaluable when you are quizzed or asked to complete speaking, writing or reading tasks in Spanish. Please let me know when you need extra assistance in understanding a grammar concept or in trying to figure out the best study practices.

**Materials.** For 8<sup>th</sup> grade Spanish we use *Descubre: Lengua y cultura del mundo hispano*. This includes a textbook and one workbook. (*Guitarra*)

**8<sup>th</sup> Grade Chinese**  
**Columbus Academy 2011-2012**

Teacher: Ms. Na Li  
Phone: 614-500-3152  
E-mail: Na\_Li@columbusacademy.org  
Office: A218 Upper School

**Description:**

In 8<sup>th</sup> Grade Chinese class, students will learn to exchange greetings, introduce families, identify dates and times, make appointments, talk about hobbies, share school life, etc. In addition, the classes also include hands-on activities, games, role-playing, storytelling and cultural enrichment materials.

**Textbook:**

*Integrated Chinese Textbook, Workbook, and Character Workbook*

Supplementary materials: authentic video clips, songs, flashcards, and other resources.

**Learning objectives:**

1. Build word banks and apply these words into conversations
2. Communicate with others on the topics about greetings, family, dates and times, making appointments, hobby, school life, etc.
3. Able to read and write about the topics mentioned above
4. Acquire a preliminary understanding of Chinese culture.

**Course requirements:**

1. Participation: students are expected to participate in daily class speaking drills/activities and finish in-class assignments on time.
2. Homework: including non-graded homework and graded homework. All homework should follow the guidelines provided by the teacher.
3. Oral performance and presentations: There will be a group oral performance at the end of each lesson. In addition, project presentations will be assigned according to different topics. Students should follow the guidelines provided by the teacher.
4. Quizzes & Lesson tests: for assessing students' learning, there will be weekly small quizzes and lesson tests. It's student's responsibility to schedule the make-up quiz/test with the teacher.
5. Composition and writing/typing projects: Writing Chinese is fun. Students are required to practice writing and finish writing/typing projects for each topic.

*Late homework/projects will only have 50% of the total points, except I receive excuse notes from your home.*

**Grading**

Participation (class participation/assignments/drills)	10%
Oral performance and presentations (dialogues/project presentations/skits)	15%
Homework	20%
Non-graded homework 5% (character workbook, etc.)	
Graded homework 15% (workbook/quiz reviews/worksheet, etc.)	
Lesson tests	20%
Quizzes	25%
Composition and writing/typing projects	10%

<b>Semester Grade Breakdown:</b>	Four Quarter grades	85%	Semester exams	15%
A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	A- 80-82	C- 70-72	D- 60-62	

Latin 8  
Dr. Franz J. Gruber  
Work Phone No. (614) 475-2311 ext. 2643  
E-mail address: [Franz\\_Gruber@columbusacademy.org](mailto:Franz_Gruber@columbusacademy.org)

**Salvete Omnes!**

**Course Description:**

This course serves as an advanced study in the Latin language, Roman history, Roman culture, and classical mythology. Integral part of the course is a training in English word power and etymology.

You are expected to be organized and keep a ring folder in which you place your homework assignments. You are also expected to put all new vocabulary on flashcards and to organize them in a vocabulary box. You will keep a portfolio (that will remain in the classroom); during the course of the year you will build up your portfolio, collecting in it your papers, presentations, and projects.

**Textbooks:** Ecce Romani textbook and workbook, IB  
Latin Dictionary (Traupmann, ed.)  
Everyday Words from Classic Origins

**Learning Objectives:**

By the end of Latin 8 the student should

- have an understanding of all the basic grammatical structures; these include a knowledge of all the five declensions, the conjugations of regular and irregular verbs, the indicative and imperative moods, all the tenses in the active voice, and most of the pronouns.
- continue development of English vocabulary through Latin.
- understand certain aspects of the history, culture, and life-styles of the ancient Romans.

**Instructional Methods:**

As a review of Latin 7 is completed, students will be introduced to new concepts of grammar: we will begin a new lesson approximately every three weeks.

**Assignments:**

Homework will be assigned and reviewed daily. Homework is an essential part of your life here at the Columbus Academy, and it is essential for your success in this class. Homework counts 20% of your quarter grade. Deductions from a student's quarter grade will be made for missed homework. Late homework will not be accepted except in the case of religious holidays or illness. In case of illness make sure you bring a written

notice from your parents or doctor. Assignment sheets (usually covering two weeks or more) will be given to students periodically. If your handwriting is sloppy, I expect that you type your homework (assignments from textbook and activity book) on your laptop, and that you bring the assignment to class printed out. Homework on the laptop that is not printed out counts as missed homework.

**Books (textbook and activity book):**

I expect that you attend class with your books (textbook and activity book).

**Quizzes, Tests, and Projects:**

There will be vocabulary quizzes (mini quizzes) that count toward your quiz grade. At the end of every chapter a test will be given. Make-ups for a quiz or test must be completed prior to the next quiz or test, unless the student has made arrangements with me. Projects on a variety of topics (Roman History, Roman Food and Banquet, Caesar Eulogy, and research paper on the rule of Augustus) complete the requirements of this course.

**Grade Calculations:** will be based on the following:

Participation:	10%
Homework:	20%
Quizzes:	25%
Tests	20%
Compositions	10%
Projects and Presentations:	15%

**Grading Scale:** This grading scale is listed in the student handbook (p. 9).

A+ 97-100%	B+ 87-89%	C + 77-79%	D+ 67-69%
A 93-96%	B 83-86%	C 73-76%	D 63-66%
A-90-92%	B- 80-82%	C- 70-72%	D- 60-62%

**Semester Exam and Final Exam will count 15% of the semester average.**

**Bona Fortuna!**

# WRITING WORKSHOP GRADES 7 and 8

Instructor: Mrs. Susan M. Carter

Writing Workshop is a quarter-long course designed to supplement the Language Arts curriculum's pursuit of developing the students into more proficient readers and writers. The course utilizes technical lessons that range from grammar study to critical reading in its efforts to motivate and engage middle school students in the process of enhancing their literacy. The curriculum emphasizes the mastery of the basic, five-paragraph essay format, as well as techniques that can be employed to "tweak" the format to fit into the context of many other domains of writing. Each student will be part of a writing group that will work together to draft, to edit, and to evaluate work. At the heart of the class is The Writing Assessment Checklist. This list delineates the five key elements of writing, taking the guesswork out of discerning what makes a piece of writing outstanding. Also, it specifically tells the students what they are doing well and what part of their writing needs work. This objective tool, in turn, removes a measure of the subjective bias that is inherent in assessing writing.

## **The Writing Assessment Checklist:**

1. Did the student write everything he was assigned to write?
2. Are the student's sentences show-not-tell sentences?
3. Did the student's writing display an appropriate level of vocabulary?
4. Did the student use writing tricks?
5. What was the overall quality of the student's written product?

## **Class Preparation:**

Each student is expected to keep the following items: a writing section in his/her binder, a notebook or journal for pre-writing, practice paragraphs and rough drafts, and a portfolio folder for collecting both ideas and final copies.

## **Homework:**

If class time is used judiciously, outside work will be minimal.

## **Grading:**

This course is both process and product oriented. The Writing Assessment Chart (see reverse side) will be used to evaluate individual pieces while the O-S-U system of assessment will be used in determining the final grade for the quarter.

## **Contact Information:**

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## Writing Assessment Chart

### **6 SPECTACULAR**

- The writing went way above and beyond expectations.
- The sentences paint a picture in the mind.
- Advanced vocabulary was used.
- Advanced “writing tricks” were utilized (i.e. metaphors, compound sentences, dialog, introductory phrases, etc.)

### **5 SKILLED**

- The writing went above and beyond expectations.
- Many show-not-tell sentences were used.
- Strong vocabulary was used.
- Many “writing tricks” were utilized.

### **4 CAPABLE**

- The writer wrote everything he was asked to write.
- The sentences were well written and described the topic clearly.
- Good vocabulary was utilized.
- A few “writing tricks” were utilized.

### **3 GROWING**

- The writing described almost everything he was asked to write.
- The sentences were complete and understandable.
- The vocabulary had some descriptive words.
- All the sentences were very similar to each other.

### **2 LIMITED**

- The writing was less than expected.
- The writing consisted of mainly simple sentences.
- Simple vocabulary was utilized.
- The ideas in the writing were simple.

### **1 NOT FUNCTIONAL**

- Almost nothing was written.
- The writing was hard to read.
- You cannot figure out what the writer is trying to say.

The Columbus Academy  
Creative Expressions Course Overview

Teacher: Susan J. Neal  
Phone #: 509-2610 (w), 759-7295 (h)  
Email: [Susan\\_Neal@columbusacademy.org](mailto:Susan_Neal@columbusacademy.org)

Purpose: Creative Expressions is a course in a course in music and drama designed to enhance middle school students' knowledge and appreciation of the performing arts. Students are actively involved in singing, movement, and acting in a creative and supportive environment. It is hoped that as students gain understanding and proficiency, they will be more critical and appreciative participants in the arts.

*In the face of such shape and weight of present misfortunes the voice of the individual artist may seem perhaps of no more consequence than the whirring of a cricket in the grass, but the arts do live continuously. They outlive governments and creeds and the societies, even the very civilizations that produce them. They are what we find again when the ruins are cleared away.*

*Katherine Anne Porter*

All grades: Define and use musical and theatrical terms  
Play instruments  
Perform on stage  
Engage in improvisational and acting exercises

Grade 5 students focus on the following: Orff instruments  
Singing and movement  
Presenting a production

Grade 6 students focus on the following: African drumming  
Monologues  
Acting duets

Grade 7 students focus on the following: Introduction to technical theatre  
Producing a scene  
Stage make-up

Grade 8 students focus on the following: Writing and performing mini junior speeches  
Script analysis  
Performing scenes written by Writing Workshop students

## **THE COLUMBUS ACADEMY MIDDLE SCHOOL ART OVERVIEW**

**Scott J. Neal – teacher**  
**475-2311 ext. 2609 – office**  
**Scott\_Neal@ColumbusAcademy.org – e-mail**  
**759-7295 – home**

**VISION:** Middle School art students are actively involved in creating their own works of art. Imaginative, creative, and original work is encouraged. Each student's unique answer to artistic problems is respected. Students become increasingly aware of artists and designers of the past and present. Many studio projects have an historic or cultural basis, and attempts are made, whenever possible, to coordinate artwork with topics in other courses in an interdisciplinary approach. Students begin to analyze and respond critically to their own work and to the work of others as they progress through the Middle School. Classes meet for one quarter.

**GRADE 5:** In fifth grade, students do the following:

1. Begin to define and use art terms.
2. Begin work with cartooning.
3. Understand the role of the designer and commercial artist.
4. Begin keeping a sketchbook.

**GRADE 6:** In sixth grade, students do the following:

1. Explore the elements and principles of design.
2. Begin to develop skill in looking at works of art.
3. Work with portraiture.
4. Explore Chinese culture and art.

**GRADE 7:** In seventh grade, students do the following:

1. Understand various procedures used for depicting three dimensions on a two dimensional surface.
2. Understand and work effectively with one point perspective.
3. Experience the "sighting" technique of perspective.
4. Study Victorian architecture.

**GRADE 8:** In eighth grade, students do the following:

1. Understand the development of Surrealism.
2. Explore the work of Surrealist artists.
3. Create an original Surrealist oil painting.
4. Explore and use various drawing techniques.

### **GRADE 8: ART ELECTIVE**

Students meet three times a rotation for one semester. The students will be working on crafts such as pottery and scrimshaw. They will also study the cultural basis for the crafts.

8<sup>th</sup> Grade Choir  
Course Description  
Mrs. Brooks

8<sup>th</sup> Grade Choir students have the chance to sing and learn about the language of music, 3 out of 6 days. In addition to a variety of choral literature, this class will work in the music theory workbook Music Theory for Choirs by Laurel Larsen. The class will learn to sing with others and alone using good posture and breath control. We will learn a varied repertoire of music representing diverse genres and cultures with appropriate dynamic expression and tempo. We will also learn about audience etiquette associated with various music performances and settings and develop and apply criteria to support personal preferences for specific music works. The choir will present performances at the Fall Choral Concert as well as the Middle School Spring Choral Concert. The group also has the option of participating in OMEA Solo and Ensemble in the spring as well as a King's Island competition trip in May. The class will also learn to reflect and comment on their own performance in order to improve and grow each time a performance is presented.

## **Columbus Academy Middle School Concert Band 2011-2012**

The goal of the Concert Band is to be not only a performing ensemble but to solidify many of the fundamental principles for playing in a concert band. Intonation, rhythmic reading, technical facility, as well as balance and blend will be the key elements for this band class. These fundamentals will be graded on an individual basis throughout the school year.

The performance side of our band will be three to five songs on a concert, two concerts a year. These songs will consist of marches, lyrical pieces, and traditional concert band selections. Occasionally, a commercial “movie” piece will be performed as well. Sometime before each concert, the players will be graded by recording or in front of the group on individual selections assigned from the pieces being played. This will be a large portion of the grade in addition to the grade given on performance night.

The fundamentals side of the class will also be graded by recording or in front of the group. The final type of evaluation will be written work such as rhythmic notation, scale identification, and terms. All of the fundamentals will be taught within the class period. However, outside help, such as private lessons or a meeting with Mrs. Sneeringer outside of class time, is encouraged.

Extra Credit will be given for attending an approved musical event, handing in a program, and writing a one-page summary of the performance. This will count during the quarter that the performance was attended. Approved events are the Columbus Symphony Orchestra, the Columbus Jazz Orchestra, the Brass Band of Columbus, the Central Ohio Brass Band, the Ohio State University Wind Symphony, the Capital University Chamber Winds, the Worthington Civic band, Vaughn Weister’s Famous Jazz Orchestra, and the Columbus ProMusica Chamber Orchestra. Any other performing groups should be approved by Mrs. Sneeringer. **There is no limit on extra credit!**

### **Grading Policies**

Written tests and playing tests based on our fundamentals will be taken within the school day. Some playing tests that cover the concert music may happen before or after school and require a student to perform for 5 minutes. All concert music-playing tests will be conducted before the concert date. Make-ups need to be scheduled before the concert date. The student must communicate any excused absence that requires a make-up exam and it is his/her responsibility to schedule a make-up exam.

### **Grading Scale**

25% Daily Participation (**having music, instrument, supplies, pencil, being on time and prepared, having good rehearsal technique/behavior**)

25% Evaluation (playing, written tests)

25% Practice

25% Performance Participation

### Attendance Policy

As a band, we depend on each other like teammates. In order to ensure the best possible quality group good attendance is strictly enforced.

Performance Dates for the Middle School ensembles are as follows:

**November 29<sup>th</sup>, 7pm.....Concert Band Concert (6-12)**  
**April 14<sup>th</sup>, Individual Times TBA.....MS OMEA Solo and Ensemble (7<sup>th</sup>&8<sup>th</sup>)**  
**May 16<sup>th</sup>, 7pm.....Middle School Band Concert**  
**May 19<sup>th</sup>, All Day.....7<sup>th</sup> & 8<sup>th</sup> Grade Bands to Kings' Island**

Please add these dates to your family's calendar. Band members are required to be present for all concerts/performances. If at all possible, Mrs. Sneeringer needs to be notified of excused absences *two weeks before* a performance. This is to ensure that an appropriate substitution can be made so the rest of the ensemble is not affected.

Academy excused absences are:

- Illness of the student on day of performance
- Death in the family
- Religious Observance
- An emergency situation requiring immediate attention

If the student's absence is excused, the missed performance will have to be made up. Because it is impossible to recreate the setting of a concert the student will make up the missed performance by writing a 1-2 page research paper on a topic that is relevant to the concert music performed and is assigned by Mrs. Sneeringer.

If the student's absence is *unexcused* no make-up will be offered. **There are no exceptions.**

### Concert Dress

**Girls:** Black slacks or skirt, white blouse, black dress shoes (skirt must be at least knee-length or student will be sent home)

**Boys:** Black slacks, white button-down shirt, black dress shoes, black socks. Tie is optional.

\*\*\*No T-Shirts, Jeans, or Tennis Shoes, please.

### Instrument Storage

Lockers are available only for 7<sup>th</sup> grade and older. 5<sup>th</sup> and 6<sup>th</sup> graders must take their instruments home every time they have class.

The school has gone to considerable lengths (and costs) to provide our program with instrument lockers. If you wish to store your instrument in the band room you will need to provide a combination lock. Mrs. Sneeringer will get the lock information from the student at the beginning of the school year and will keep it year round. Information will not be shared with anyone except a parent or locker mate.

Lockers will be assigned. *Locks are to be kept on at all times.* Students are expected to keep lockers clean and orderly. Locks left on at the end of the school year will be cut off.