



SAINT BRIGID
OF KILDARE SCHOOL

Seeking Grace and Wisdom

Saint Brigid of Kildare School
Class of 2013
Curriculum Night Packet

September 1st, 2011



Table of Contents

Teacher Contact Information.....	3
Arriving/Leaving School.....	3
Teacher and Class Profiles.....	4
Middle School Policies	
• Mastery Grading.....	9
• Assignment Types.....	9
• Assessment Content.....	9
• Assignment Deadlines.....	10
• Effort Rubric.....	10
• Intervention Period.....	10
• Second Chance Policy.....	11
• Parent Involvement with Mastery Grading.....	11
• Student Involvement with Mastery Grading.....	11
School Dress Code.....	12
Demerits and Homework Table.....	12
Electronics and Printing.....	12
Birthday Celebration Changes.....	13
Feeder School Dance Calendar.....	14
Language Arts and Math Standards.....	15
Report Card.....	17

Teacher Contact Information

Below please find our email contact information. Please feel free to email us with any academic questions you may have. We will do our best to respond to email within 24 hours.

	<i>Content Area</i>	<i>Email Address</i>
Sue Asencio	Computer/Technology	sasencio@cducation.org
Mary Beckwith	Physical Education	mbeckwit@cducation.org
Julian Condo	Language Arts	jcondo@cducation.org
Kathy Dunkin	Intervention Specialist	dunkin_kathy@dublinschools.net
Larrie Habel	Art	lhabel@cducation.org
Sara Hardin	Literacy/7 th Religion	shardin@cducation.org
Sarah Johanson	Music	sjohanso@cducation.org
Christopher Mazon	Social Studies/ 7 th Religion	cmazon@cducation.org
Amy Losko	Spanish	alosko@cducation.org
Brian Sze	Band	bsze@cducation.org
Stacie Williams	Guidance Counselor	williams_stacie@dublinschools.net
Mark Yeazell	Science	myeazell@cducation.org

Arriving/Leaving School During the School Day

Students should not arrive at school before 7:45 AM and should leave for home promptly at 2:50 PM or when buses depart. The school day officially begins at 8:00. No student may stay after school unsupervised to wait for sports practice, club meeting, scouts, service opportunities, etc.

As stated, the school day begins at 8:00 AM. If a student arrives after this, he/she is considered tardy. The student must report to the school office to obtain a tardy slip before entering the classroom. The student will not be admitted to class without a tardy slip. All students will be allowed to receive three emergency tardies per quarter in order to provide for inclement weather, traffic conditions, etc. Students arriving or leaving beyond **one hour** of tardiness will be recorded as absent for one half of the day.

Students who exceed the three emergency tardies in any given quarter will be considered to have an excessive tardiness issue. As these tardies accumulate during the quarter, the following penalties will be assessed, hopefully preventing and forestalling habitual tardy problems.

- a. Fourth tardy: Demerit
- b. Fifth tardy: Detention
- c. Sixth tardy: A meeting may be called for the student, parent, teacher, and principal to discuss the situation and devise an intervention plan.

Lastly, any student note about a transportation change (car rider, bike rider, etc.) must be given to the homeroom teacher in the morning. Please also put all money into an envelope for the teacher (lunch money, tuition, etc.) with a name on it and where it is to be delivered.

Teacher and Class Profiles

Mrs. Janet Bosche

Math

It is with great joy that I enter my eighth year of teaching 7th and 8th grade math at Saint Brigid of Kildare. My husband and I are active members of Saint Brigid of Kildare Parish.

I attended Gwynedd-Mercy College in Pennsylvania, and received my associate degree in nursing, then a Bachelor of Science in Education. I continued my schooling at Middle Tennessee State University while living in Tennessee. I continue to take courses at Ashland, OSU and ODU.

My mission as a Saint Brigid of Kildare math teacher is to facilitate the learning of the students. I strive to foster a conceptual understanding of mathematics. My goal is to challenge the students to explore and investigate math problems, coming up with their own strategies and justifications for their reasoning. I also emphasize the use of manipulative and technology in the classroom. These tools range from blocks, dice, cards, algebra tiles, the Smart Board, Power Point presentations, the Internet, Microsoft excel, calculators, geometer sketch pad and Accelerated Math. Key words that characterize my class are "process", "discussion", "cooperation", and "collaboration". Each day we explore an essential question and commit to learning through "I can" statements.

8th grade Math

This year we will follow and complete the diocesan math standards. In class each day, the students will work collaboratively and independently. The goal is not only to get the answer correct, but to explain how we got our answer. The students are utilizing the Smart Board. Lessons are explored through games, group work and student problem solving. The students are responsible for completion of class work, homework, quizzes, tests, and projects. The students will continue to be challenged through Accelerated Math and Math Facts in a Flash.

Formative Assessments used: Board work, Homework, Class work, White board quick checks,
Exit cards, Quizzes, Accelerated Math and Classroom Observation

Summative Assessments used: Projects and Tests

Algebra

This year your child may be taking algebra I in place of the 8th grade math curriculum. Throughout the year, your child will spend time furthering his/her understanding of numbers and operations, analyzing mathematical situations, recognizing reasoning and proofs, and many more areas of focus. Please ask your child to show you the syllabus. It highlights procedures and expectations as well as homework, grading, and quizzes/tests. The students are participating in the class along with high school students taking the course at the same time. In addition, I will work with them on 8th grade standards they need.

Mr. Christopher Mazon

Social Studies

Hello! It is a pleasure to be at Saint Brigid of Kildare for my second year of working with your children. I received a Bachelor of Arts in History with a Minor in Geography in 2008, and a Masters of Education in 2009 from The Ohio State University. I have lived in the Columbus area my whole life and have just moved to a new home in the Grandview area. I attended St. Andrew and later Bishop Watterson for high school and I am familiar with the importance and high expectations of Catholic education. I have taught at St. Francis DeSales and did my student teaching at Phoenix Middle School, a school with a similar academic system and goals to Saint Brigid.

I am blessed to be working with your children and am looking forward to a wonderful school year with them.

Language Arts and Social Studies

Something new this year to social studies will be an emphasis of working together with language arts to create a unique and creative approach to studying the skills and concepts of both courses. Though social studies content will be assessed in traditional ways (tests, quizzes, projects, etc.) this combination will also allow students to show their understanding of content in creative ways as well.

7th Grade Social Studies

In this class we will be analyzing the effects of geography, economics, religions, and governmental structures on human interaction. There are also many skills and methods social scientists use that will be introduced and practiced throughout the year.

World history continues our students' study of ancient world history and continues up through the early European exploration of North America. Comparative methods are used using contemporary events as a way for students to determine the meaning of our subject.

8th Grade Social Studies

Eighth grade social studies covers American history and United States government from colonization in the late 16th century to Reconstruction after the Civil War. This is the first sequence of American history that will later be completed in the 10th grade year with the study of the Reconstruction period to the present. The course of study contains the topics of colonization, independence, forming a new government, new challenges of the early nation, expansion, industrialization, and the causes and effects of the Civil War.

Besides historical content, we will focus on citizenship, cause and effect relationships, opinion and fact, interpretation of resources, problem solving, presentation skills, quality of work, and analyzing skills. Although content builds on past historical knowledge, our focus will be to look deeper at the origins of our country today and at current events.

Methods of Assessment

-Multimedia presentations/group projects, student created pamphlets/brochures, test and quizzes, creative and formal writing, and more.

Mr. Julian Condo: Language Arts

I am very excited to be back for a second year at St. Brigid of Kildare School. I am a Columbus native, and a graduate of both Immaculate Conception and St. Charles Preparatory School. I received an undergraduate degree at The Ohio State University, with a major in English. During my time as an undergraduate, I felt a calling to be a teacher, so I pursued a Masters of Education in Secondary English at OSU.

I am happy to be back in a Diocese of Columbus school. I believe that the Catholic schools provide students the best opportunity for student growth, including faith development *and* the mastery of high level academic standards.

I have a 7th grade homeroom, and am teaching 7th and 8th grade language arts. In my homeroom, I will work with my students to help them transition into the increased responsibility of 7th grade. Each student in my homeroom will continue to practice and perfect systems of organization that work for him or her. Just like last year, my homeroom of 7th graders are adapting well to the transition into middle school.

In language arts, the five primary components of **literature, writing, reading, vocabulary, and grammar** will operate simultaneously throughout the year. I am looking forward to collaborating with Mr. Mazon's social studies courses to help students make connections across their school day. I have always believed that the study of literature and writing becomes enriched when examined in the context of history and human society, and I believe that the students will find these connections valuable as well.

Students will use literature to reflect on big questions concerning identity, community, and the human spirit. Our literature units will involve discussion and writing. As we discuss these issues, we will also analyze formal elements of literature such as plot and characterization.

In addition to writing about literature, students will also develop specific writing skills through focused lessons and continual practice. Students will write as often as possible. Many times, this writing will be informal journals that connect to specific themes of the class. There will also be longer written assignments will show progress over multiple lessons, guided practice, and revision.

The Accelerated Reader program is a tradition at St. Brigid, and Mrs. Hardin and I plan to capitalize on its full potential. The 7th and 8th grades are some of the last that hold the opportunity for students to develop their love of reading. Students will have time in the library every week to make progress in their novels, take AR tests, and to talk to Mrs. Hardin and me about suggestions for new reading opportunities.

Throughout the year, students will master and use new vocabulary words. These words will prepare them to excel in higher level reading and writing.

Finally, we will master elements of English grammar through programs integrated within writing practice.

There are some activities and behaviors that will be essential for student success. Students should come prepared to every class. Student binders should include five sections, a one-subject writer's notebook, and loose-leaf paper. Students are expected to participate in the activities of the class every day, and are expected to show respect to everyone.

I am very excited to belong to the community here at St. Brigid. Everyone, including parents, students, and staff, extended such a warm welcome to me last year. I look forward to meeting with all of you, and until then, please let me know what I can do to help your child succeed.

Methods of Assessment

Journal writing, extended revised writing pieces, quizzes, tests, group discussions.

Meet Mrs. Hardin

Hello! My name is Sara Hardin, and I am honored to be the new middle school literacy specialist at St. Brigid of Kildare School. I will also be teaching a section of 7th grade religion. Outside of the school day, I plan to be involved with Troop 117 as a merit badge counselor, and I hope to assist with Power of the Pen this year. I am originally from Gahanna and St. Matthew parish, but my husband and I have just moved to Dublin this summer, and we are excited to become part of this community! I am also a two-time graduate of The Ohio State University. In 2010, I earned a BA in English Pre-Education, with minors in Music and Professional Writing. This year, I graduated with my Master of Education degree in English Education 7-12. I also have a background in test preparation, as I taught ACT classes for a major testing company for the last three years. I feel completely blessed to be assisting the literary and spiritual growth of your children.

AR Goals & Announcements

Reading is one of my greatest passions, and I am so thrilled to be at a school with a phenomenal culture for young readers. The umbrella of literacy doesn't just include critical reading skills anymore; research of American schools and businesses tells us that colleges and employers are expecting our youth to be effective writers and digital composers as well. My job is to respect the literature and traditions of the past, while also helping students meet the technological expectations that will be in place as early as high school. As I learn under the mentorship of Mrs. Cecutti and Mrs. Asencio, one of my goals is to help students learn ways of reading and writing with safe, credible, and responsible uses of technology. I will also be team-teaching with Mr. Condo throughout the year on select literature, vocabulary, and grammar units.

In that spirit, one of my contributions to this year's AR program is my website, titled "Mrs. Hardin's Book Connection". The primary purpose of this site is to serve as a record for the book talks and book reviews that I provide. This way, if a student is absent, has forgotten a title I mentioned, or needs to look up something from home, he/she has a place to get AR information. Some secondary purposes include: posting Power of the Pen information, posting Battle of the Books news, sharing internet reading resources, recommending seasonally-appropriate articles (i.e. Christmas gifts for readers), etc. Parents are ENCOURAGED to visit this site, and communicate their suggestions to me. (Sometimes there will be articles just for you, parents!).

As an earned privilege, students could someday be given the opportunity to write their own book reviews for the website. This would be one of many chances to exceed the standard, and will not be required. You will be given notice if this happens, and you will know all the ways in which we would work to protect your student's complete online anonymity.

Visit the new website at: www.hardinbooks.blogspot.com

Other AR Changes:

- The new diversity requirement in the AR genre checklist
- Vocab quizzes and word logs- still a work in progress
- Optional planning forms and calendars to help students stay organized

Mr. Mark Yeazell

Science and Health

I am honored to be returning for my second year of service to the families of St. Brigid of Kildare School. I was overwhelmed with the support I felt as a new teacher.

For those families I have yet to meet, I will provide a little background about myself. Over the past nine years I have taught both middle and high school science in Virginia and Ohio. I have taught in the Cleveland, Cincinnati, and Columbus dioceses. Most recently, I taught high school chemistry and biology in Charlottesville, Virginia as my wife, Lauren, finished her residency in anesthesiology at the U.V.A. Medical Center. At the conclusion of the residency program, we made plans to come home to the great state of Ohio.

Inside the classroom, I hope to pass onto my students a love and curiosity for science. I find that this passion for science is more typically inspired in the lab, so we will use the knowledge that we gain in the classroom to complete challenging laboratory experiments that will extend students' thinking. By the end of the year, the students will be designing and executing their own experiments. To further inspire the students, we have chosen new science textbooks for the students. The new books have powerful on-line components.

Methods of Assessment: laboratory reports, quizzes, tests, student-made videos and multi-media presentations, and research projects

Middle School Policies

Mastery Grading

At St. Brigid, we believe that learning is more than accumulating points and competing for the top grades in the class. It is crucial that students grow to be accountable for what they are learning. Teacher feedback is important, as it guides students to understand their strengths as well as the areas that need improvement. One way we address academic accountability is through “mastery grading.” Our dream for all students is to see them motivated *intrinsically* rather than by an endless competition for points and percentages.

There are two equally important concepts about mastery grading that parents and students need to grasp: types of assignments and content assessment.

Types of Assignments

St. Brigid assignments are driven by the Ohio Department of Education content standards, as well as the Diocese of Columbus courses of study. These assignments are designed to reflect a natural learning progression: introduction, practice, and mastery.

<u>Introductory Assignments:</u>	Introductory assignments introduce a new concept or skill.
<u>Practice Assignments:</u>	Practice assignments give students opportunities to develop their understanding of the new concept or skill.
<u>Mastery Assignments:</u>	Mastery assignments enable students to demonstrate their solid understanding of material presented.

Content Assessment

To foster an environment that supports growth and risk-taking, assessment at St. Brigid looks different than the more traditional programs.

There are four possible assessments that can be given to **mastery** assignments:

- √ A check indicates that mastery is earned. The student has demonstrated solid understanding of the concept or skill to the teachers satisfaction. Following directions and presentation are also factors considered in this assessment (see Effort Rubric).
- I If aspects of the assignment are missing or clear understanding is not evident, a teacher may give an assignment a “I” (Improving).
- N An “N” indicated “No Significant Progress.” This is rare and reserved for work not turned in or work that is absolutely not acceptable.
- + Exceeds work has gone beyond the standards set by the state and the expectations set by the teacher.

One last note on this matter: please **do not** equate +, √, I, N with A, B, C, D. Our grades are **not** letter grades but have the meanings described above.

Assessment Deadlines:

Turning in work in when it is due is an expectation of St. Brigid students. Meeting deadlines will not only help St. Brigid students “stay afloat,” but it is a life skill that is integral to success outside the classroom. If a student does not turn work in after it is due, the content assessment will not be devalued due to tardiness. However, the student’s ability to turn in work on time will be appropriately assessed under the Effort Rubric (see next section). Also, students with missing homework assignments will be attending homework table until the assignment is completed and will lose an opportunity for correction opportunities to master assessments (see below). We expect students to do their “*best work, the first time, on time.*”

Effort Rubric

Students are also assessed on a number of work habits and behaviors crucial to academic success.

Timeliness

The student completes all assignments and hands them in on time.

Active Engagement / Focus

The student actively listens to teachers and to others. The student participates in classroom discussions and in all aspects of classroom instruction.

Following Directions / Formatting

The student correctly follows directions. The student correctly follows assignment requirements found on assignment sheets, assessments, and/or rubrics.

Organization

The student brings all required materials to class.

On each quarterly progress report, teachers will assess these work habits/ behaviors as follows:

- + Exceeds the standard; always
- √ Meets the standard; usually
- I Needs Improvement; sometimes but not consistently
- N Does not meet the standard; rarely or never

Intervention Period

Every student learns differently. Some students will meet content assessments the first time, while others may need additional practice and remediation. The intervention period is designed to allow teachers one on one time with students who are struggling with a particular subject, content, and/or skill. Students will struggle at times and it is important for students to learn from their mistakes and grow as learners.

Students are expected to come prepared to the intervention period with class work and to be actively meeting with the teacher. The student may be assigned to a particular teacher depending on the content area in which he/she is struggling. Students meeting the standard in all content areas may work

on Accelerated Math or Accelerated Reading during this time or can work with a teacher on trying to exceed a particular standard. This class is **not** to be treated as an additional study hall.

Second Chance Policy

Any student may request to re-take an assessment to raise his/her level of mastery.

A student may request a re-take on select formative (practice assignments) and/or all summative assessment (mastery assignments) only if the following conditions are met:

- The student has no missing assignments.
- The student has met with the teacher during homework table or an intervention period.
- The student has completed an additional, preparatory assignment.
- The student understands that the second grade is the grade that will count.
- The student completes the re-take before the deadline set by the teacher, which will typically be one week.

Parent Involvement with Mastery Grading

So, what can a parent do to stay on top of a child's academic progress at St. Brigid?

- Talk to your child. If students are appropriately engaged at school, they should be able to talk about what is going on every day in detail.
- Check plan books for daily homework and long-term assignments.
- Help keep your child organized. It is the student's primary responsibility for this, but as young adults many will need help with this.
- **Computer access is important.** Your student will often need access to a computer to do research, word process, and complete online assignments. Remember to supervise appropriately.
- Finally, if you are feeling overwhelmed, frustrated, confused, or uninformed, **contact us.** Communication is key; addressing any concern you have should always begin with a conversation between you and a St. Brigid staff member. Send us an email or note. Request a conference.

Student Involvement with Mastery Grading

Make no mistake...while parent involvement is paramount, ultimately, students are responsible for staying updated on their own academic progress. What is a student expected to do on a regular basis?

- **Plan ahead.** Fill in the planbook every single day! **Copy the homework right away.** If there is no homework, write "no homework." Keep track of long-term assignments, as well as work that needs revision.
- **Save your work!** When using the computer to complete an assignment at home, be sure to save the work on the hard drive of your computer at your house before you bring it to school on your

flash drive. At school, always save your work to both your school folder and flash drive. Work saved only on a flash drive that has been lost or destroyed will have to be redone – no exceptions.

- **Talk to your teachers.** Sometimes, students are nervous about approaching a teacher to ask questions about assignments or progress. When those conversations are avoided, the problem becomes much bigger than it needs to be. If a student is having a hard time seeing a teacher alone, he or she should write a note or send an email to set up a time to meet.
- **Returning from an absence.** See your teacher as soon as possible to catch up on missed work.

School Dress Code

The purpose of the dress code is to minimize the influences that distract from the goals of the school while limiting competition among the students. The dress of our students should reflect the worth of and respect for each person in the light of Christian principles. Therefore, we expect each student to dress neatly and in good taste.

Parents are requested to see that their children come to school dressed in accordance with the dress code. Please see the Student/Parent Handbook for the Dress Code Policy.

Demerits and Homework Table

Teachers and staff have the authority and responsibility to maintain discipline in the classroom and will follow Saint Brigid of Kildare's Code of Conduct. All students are to maintain appropriate conduct with respect to rules found in the Student Handbook **and** any other rules found in the Saint Brigid of Kildare handbook or designated by teachers, playground and cafeteria workers, and bus drivers.

Demerits will be given for infractions in School Code of Conduct. Usually the result of three demerits will lead to a detention (though automatic detentions can be given depending on the severity of the infraction.) Detentions are usually served on Wednesdays from 7:15-7:45 in the morning before school starts. Continued accumulation of demerits will result in further detentions and suspensions.

If a student misses a homework assignment, the student will be placed in Homework Table instead of attending recess. A student will be in Homework Table until he/she has completed the assignment to the satisfaction of the teacher. A high number of missing homework assignments will deny a student from attempting corrections on certain assignments and a conference may be requested if a student continues to struggle with meeting homework deadlines.

Electronics and Printing

Students Personal Items

All electronic devices – such as cell phones and MP3 players – are not permitted in class during the school day and must be kept in the student's locker. These devices are to be turned off. Electronic book readers are allowed during Accelerated Reading or independent reading time. At all other times these devices should be closed and anything being done not related to reading with these devices will result in confiscation.

School Items

School electronic items or accessories are to be treated with care (school computers, headphones, etc). Damaging of school property will not be tolerated and students will be banned from using school electronics if vandalism of a school device is seen.

Printing

Students are not allowed to print papers, research projects, homework assignments, or other last minute items at school. All printing should be done at home. If a printer is not working, homework assignments should be emailed to the teacher. If a student has either not printed the required document from home or sent in an email, it is considered a late and a missing assignment. A last resort would be to have a written and signed note from a parent the next morning to the teacher, at which time the teacher will determine what to do with the assignment.

Birthday Celebration Changes

Students may choose to dress up or dress down on their birthday. Please follow the dress code for special dress days. If the student birthday is on the weekend, on a vacation day, or on the day of a Mass, he/she is allowed to have his/her special dress day on the school day before his/her date of birth. Students with birthdays occurring during summer break may celebrate on their "half birthday". Each student will receive a birthday cupcake provided by the school during his/her lunch period. **(This cupcake will eliminate the doughnuts/cupcakes/candy brought to school by the birthday student.)**

Other *optional* means of celebrating could include:

- Parents could make a donation to a service organization in the name of the student. Examples include: The Dublin Food Pantry, Furniture Bank of Mid- Ohio, Catholic Social Services, etc.
- Students could provide a classroom gift, such as a classroom game, a playground ball, or something from the classroom wish list.
- Students are permitted to bring a non-food treat for their classmates on their birthday. Please make sure that this is a NON-FOOD ITEM. Examples: pencils, fun erasers, stickers, small coloring booklets, bookmarks, small key chains, magnets, etc.
- Students are invited to participate in the Birthday Book Club. For a donation of \$10.00, your child will pick out a new book from the birthday book shelf. The student's name and birth date will appear on a special bookplate placed in the front of the book, and he/she will be the first to check out that book.

2011 – 2012 Watterson Feeder School Dance Dates

September 9, 2011	St. Timothy	7:00 – 9:30	
September 23, 2011	Our Lady of Peace	7:00 – 9:30	
September 30, 2011	St. Brendan	7:00 – 9:30	
October 21, 2011	Immaculate Conception	7:00 – 9:30	
November 11, 2011	St. Agatha	7:00 – 9:30	
November 18, 2011	St. Michael	7:00 – 9:30	
December 2, 2011	St. Mary Delaware	7:00 – 9:30	
December 9, 2011	St. Timothy	7:00 – 9:30	
January 6, 2012	Our Lady of Peace	7:00 – 9:30	
February 10, 2012	St. Andrew	7:00 – 9:30	(8 th only)
February 17, 2012	St. Michael	7:00 – 9:30	
March 3, 2012	St. Mary Delaware (Saturday)	7:00 – 9:30	
March 23, 2012	St. Andrew	7:00 – 9:30	
April 20, 2012	Immaculate Conception	7:00 – 9:30	
May 4, 2012	St. Brendan	7:00 – 9:30	
May 11, 2012	St. Timothy	7:00 – 9:30	
May 25, 2012	St. Brendan	7:00 – 9:30	



Diocese of Columbus Grade 7 Academic Content Standards

Grade 7 Language Arts Standards

Standard I: Reads a wide range of texts for a variety of purposes.

- A. Reads a wide range of literature from many genres.**
Explains the similarities and differences of the characteristics of literary forms.
- B. Reads for a wide variety of purposes.**
1. Establishes and adjusts purposes for reading including discovery, interpretation, enjoyment, and problem solving.
 2. Uses criteria to choose independent reading.
- C. Reads a wide range of literature from many periods.**
Identifies recurring themes, patterns, and symbols found in literature from different eras and cultures.
1. Identifies selected authors and illustrators by their themes and styles.
 2. Identifies selected authors and illustrators by their themes and styles.
- D. Comprehends a wide range of non-text material, including spoken and visual.**

Standard II: Applies a wide range of strategies to comprehend, interpret, and evaluate text.

- A. Phonological awareness is mastered at grade 4.**
- B. Develops word recognition and analysis skills.**
1. Uses knowledge of symbols and acronyms to identify whole words.
 2. Uses resources to determine the meaning and pronunciation of unknown words.
 3. Applies knowledge of connotation and denotation.
 4. Recognizes and uses words from other languages.
 5. Uses knowledge of foreign and English roots and affixes to determine the meaning of complex words.
- C. Expands vocabulary by using a variety of methods.**
1. Infers word meaning using analogies, synonyms, and antonyms.
 2. Defines words using context clues, author's use of comparison, contrast, definition, restatement, and example.
- D. Reads phrases, sentences, passages etc.**
1. Adjusts speed, rate, and volume to fit the purpose.
 2. Makes connections between prior and new knowledge.
 3. Integrates reading strategies to comprehend text.
 4. Self-corrects so meaning and interest are maintained.
- E. Demonstrates literal comprehension skills.**
1. Selects, creates, and uses graphic organizers to interpret text.
 2. Summarizes information by using key ideas and supporting details.
 3. Compares an original text to a summary.
 4. Recognizes elements of literature.
 5. Uses text features to locate information.

F. Demonstrates interpretive comprehension skills.

1. Makes critical comparisons across texts.
 2. Recognizes the difference between fact and opinion.
 3. Compares and contrasts different sources of information.
 4. Compares the treatment, scope, and organization of ideas from different texts on the same topic.
 5. Analyzes examples of cause and effect.
 6. Interprets metaphors and similes.
- G. Demonstrates critical thinking skills.**
1. Identifies and understands an author's purpose.
 2. Analyzes information from maps, charts, tables, graphs, diagrams, cutaways, and overlays.
 3. Differentiates between subjective and objective points of view.
 4. Assesses the adequacy, accuracy, and appropriateness of an author's details.
 5. Predicts from information in the text by citing examples to support the prediction.

Standard III: Demonstrates competence in the skills and strategies of the writing process.

- A. Writes legibly on a final draft in cursive.**
- B. Understands and uses a pre-writing process.**
1. Determines an audience and purpose.
 2. Generates writing ideas.
 3. Uses rough outlines, diagrams, maps, webs to plan writing.
 4. Establishes a thesis statement.
- C. Applies drafting and revising skills.**
1. Selects a topic, supports it with details, and organizes the writing with an effective introduction, a body, and a conclusion.
 2. Uses precise language, action verbs, sensory details, and colorful modifiers.
 3. Uses different organizational structures; cause/effect, compare/contrast, problem/solution.
 4. Adds transitions between sentences and paragraphs.
 5. Varies sentence types.
 6. Correctly uses all parts of speech.
 7. Uses subject/verb agreement.
 8. Uses resources to select effective vocabulary.
 9. Evaluates writing to determine if thoughts are clear and complete.
 10. Adds and deletes information to improve writing.
- D. Applies editing skills.**
1. Proofreads to edit for correct grammar, spelling, punctuation, and capitalization.
 2. Uses style manuals to locate and correct errors.
 3. Uses a rubric for self-evaluation.
- E. Understands and uses conventions of print.**
1. Uses correct capitalization.
 2. Uses correct punctuation.
 3. Demonstrates an expanded knowledge of spelling.

F. Composes writing applications.

1. Writes in response to a prompt.
2. Writes responses to fiction and non-fiction texts.
3. Writes letters in correct format.
4. Writes narratives.
5. Writes informational essays or reports.
6. Writes persuasive essays.
7. Produces journals, notes, and poems.

Standard IV: Uses a variety of informational and technological resources to communicate.

- A. Demonstrates research techniques**
1. Formulates a topic and questions for research.
 2. Identifies sources and gathers relevant information.
 3. Summarizes important information.
 4. Identifies valid information.
 5. Organizes information systematically.
 6. Integrates quotations and citations.
 7. Uses a variety of communication techniques.
- B. Demonstrates the use of informational resources.**
- C. Demonstrates the use of technological resources.**
- D. Communicates discoveries through the use of a computer or other forms of technology.**

Standard V: Demonstrates competence in speaking, listening, and viewing as tools for learning for effective communication.

- A. Listens/views different materials from a variety of media.**
1. Demonstrates active listening/viewing strategies.
 2. Draws logical inferences from presentations/visual media.
 3. Interprets the speaker's purpose and point of view.
 4. Identifies and explains persuasive techniques.
- B. Uses language and speaking skills appropriate to the audience, situation, and purpose.**
1. Demonstrates an understanding of the rules of English.
 2. Adjusts volume, phrasing, enunciation, voice modulation, and inflection to stress important ideas.
 3. Varies language choice as appropriate to the context of the speech.
- C. Applies speaking skills in increasingly sophisticated ways.**
1. Delivers informational presentations.
 2. Delivers formal and informal descriptive presentations.
 3. Delivers persuasive presentations that: establish a position, include evidence to support the position, and use a common organizational pattern.



Diocese of Columbus Grade 7 Academic Content Standards

Grade 7 Math Standards

Standard I: Mathematical Processes

- A. Uses a variety of tools and strategies in problem solving.
- B. Applies mathematical knowledge and skills.
- C. Recognizes and uses equivalent representations.
- D. Evaluates the reasonableness of predictions, estimations and solutions.
- E. Uses a variety of mathematical representations to organize, record and communicate mathematical ideas.
- F. Uses mathematical language and symbols to explain, analyze and justify mathematical ideas, strategies and solutions.
- G. Writes clearly and coherently about mathematical thinking and ideas.
- H. Estimates and computes fluently.

Standard II: Number, Number Sense and Operations

- A. Demonstrates an understanding of place value using powers of 10 and write numbers in scientific notation.
- B. Explains the meaning of negative exponents.
- C. Describes the differences between rational and irrational numbers.
- D. Uses order of operations and properties to simplify numerical expressions.
- E. Explains the meaning and effect of adding, subtracting, multiplying and dividing integers.
- F. Simplifies numerical expressions involving integers.
- G. Solves problems using the appropriate form of rational number.
- H. Develops and analyzes algorithms for fluently computing with percents and integers.
- I. Represents and solves problem situations that can be modeled and solved using concepts of absolute value, exponents and square roots.

Standard III: Measurement

- A. Selects appropriate units for measuring.
- B. Converts units of area and volume within the same measurement system.
- C. Estimates a measurement to a greater degree of precision than the tool provides.
- D. Solves problems involving proportional relationships and scale factors.
- E. Uses strategies to find the area of trapezoids and volume of cylinders and prisms.
- F. Develops strategies to find the area of composite shapes.
- G. Understand the difference between surface area and volume.
- H. Describes what happens to surface area and volume when the measurements of the object are changes.

Standard IV: Geometry and Spatial Sense

- A. Uses proportional reasoning to describe and express relationships.
- B. Determines sufficient properties that define a 2-dimensional figure or 3-dimensional object.
- C. Uses and demonstrates understanding of properties of triangles.
- D. Determines necessary conditions for congruence of triangles.
- E. Applies properties of congruent or similar triangles.
- F. Determines and uses scale factors for similar figures to solve problems.
- G. Identifies the line and rotation symmetries of 2-dimensional objects.
- H. Performs translations, reflections, rotations and dilations of 2-dimensional figures.
- I. Draws representations of 3-dimensional geometric objects from different views.

Standard V: Patterns, Functions and Algebra

- A. Represents and analyzes patterns, rules and functions with words, tables, graphs and simple variable expressions.
- B. Generalizes patterns by describing how to find the next term.
- C. Recognizes and explains when numerical patterns are linear or nonlinear progressions.
- D. Creates visual representations of equation-solving processes that model the use of inverse operations.
- E. Represents linear equations by plotting points in the coordinate plane.
- F. Represents inequalities on a number line or coordinate plane.
- G. Justifies that two forms of an algebraic expression are equivalent.
- H. Uses formulas in problem-solving situations.
- I. Recognizes a variety of uses for variables.
- J. Analyzes linear and simple nonlinear relationships.

Standard VI: Data Analysis and Probability

- A. Reads, creates and interprets box-and-whisker plots, stem-and-leaf plots, and other types of graphs.
- B. Analyzes how decisions about graphs affect the graphical representation.
- C. Analyzes a set of data by using and comparing combinations of measures of center and spread.
- D. Constructs opposing arguments based on analysis of the same data.
- E. Compares data from two or more samples.
- F. Identifies misuses of data.
- G. Computes probabilities of compound events.
- H. Makes predictions based on theoretical probabilities.

Catholic Diocese of Columbus
Student Progress Report
Grade 5 – 6 – 7 – 8



20__ - 20__

Student _____
 Teacher _____
 School _____

ATTENDANCE

	1	2	3	4	Total
Days Absent					
Times Tardy					

THIS STUDENT HAS BEEN ASSIGNED TO GRADE _____

PRINCIPAL'S SIGNATURE _____

DATE _____

PROGRESS CODES

+	Exceeds the Standard: student demonstrates superior performance with in-depth understanding of the standard, and can apply the knowledge and skills in a thorough, consistent, independent way.
✓	Meets the Standard: student has a solid academic performance and consistently demonstrates proficiency of the standard with few errors.
I	Improving, but not yet meeting the Standard: student demonstrates partial mastery of the standard and occasionally meets the standard.
N	Does not meet the Standard: student demonstrates limited or no understanding of the standard.
INC	Unable to assess the Standard due to missing work.

Blank indicates not evaluated at this time.

	1	2	3	4
RELIGION				
Understands concepts and vocabulary pertinent to:				
Sacred scripture				
Catholic tradition				
Liturgy, sacraments, and prayer				
Development of the Christian person				
LANGUAGE ARTS				
Reads a wide range of texts for a variety of purposes				
Applies strategies to comprehend, interpret, and evaluate text:				
▶ Develops word recognition and analysis skills				
▶ Expands vocabulary				
▶ Demonstrates literal comprehension				
▶ Demonstrates interpretive and/or critical comprehension				
Demonstrates competence in writing skills and strategies:				
▶ Uses a pre-writing process				
▶ Applies drafting and revising skills:				
• Composes using elements of organization and style				
• Revises to improve writing				
▶ Applies editing skills:				
• Applies correct grammar, usage, and mechanics				
• Applies vocabulary and spelling skills				
▶ Composes for different purposes				
Uses informational and technological resources				
Demonstrates competence in listening and viewing				
Demonstrates competence in speaking skills				

	1	2	3	4
MATH				
Understands concepts and vocabulary pertinent to:				
Mathematical processes				
Number, number sense, and operations				
Measurement				
Geometry and spatial sense				
Patterns, functions, and algebra				
Data analysis and probability				
SOCIAL STUDIES				
Applies social studies skills and methods				
Understands concepts and vocabulary pertinent to:				
Culture				
History (time, continuity, and change)				
Geography (people, places, environment)				
Government and civics				
Economics				
SCIENCE				
Understands concepts and vocabulary pertinent to:				
Life science				
Earth and space science				
Physical science				
HEALTH				
Understands concepts and vocabulary pertinent to:				
Social health				
Physical health				
Mental/Emotional health				
ART				
Applies media, techniques, processes, and technology				
Recognizes design elements				
Evaluates subject matter, symbols, and ideas				
Connects art to history, culture, and other disciplines				
Recognizes the merits of student's work and work of others				

	1	2	3	4
MUSIC				
Demonstrates vocal skills				
Demonstrates instrumental skills				
Improvises, composes, and arranges music				
Reads and notates music				
Demonstrates the ability to listen, analyze, and evaluate music				
Recognizes relationships among music, fine arts, history, and culture				
Participates in musical activities				
PHYSICAL EDUCATION				
Demonstrates sequential fundamental skills				
Applies movement concepts in formal activity settings				
Demonstrates physical fitness				
Demonstrates responsible personal and social behavior in physical activity settings:				
▶ Demonstrates active participation				
▶ Demonstrates positive sportsmanship				
▶ Follows the rules of the game				

Teacher's Comments:

