

# **Browning Public Schools**

## **Browning Middle School**

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Oki, BMS enjoyed a very fun, productive first week of school. We participated in the dress up activities throughout the week and began the fall sports seasons. Our first two days of school were spent on building positive relationships and orientating the students to the BMS learning environment. Wednesday was our first day on our normal daily schedule and was spent on further teaching students how to accomplish their number one goal, expectation, and requirement at BMS which is to learn. The students were introduced to all of their classroom teachers and the teachers spent the day going over specific classroom rules, expectations and routines. Thursday and Friday was spent on introducing students to AVID strategies, writing expectations, and the class content. It was a week of establishing a positive culture and climate of the building.

We added some other expectations towards the end of last year for the beginning of this year to further help and support students stay focused on learning such as: students are not allowed to walk by the front office (so no taking laps), no hall passes the first and last ten minutes of class and the student must be passing the class in order to receive a hall pass, once the Sookapi students begins the third week of school Sookapi students will attend lunch first while non-Sookapi students will report to mandatory lunch tutoring and then be escorted to lunch after 22 minutes. We are making anything that would be considered a privilege and not a requirement into a Sookapi student reward. Sookapi students will learn to develop and use intrinsic and extrinsic motivation to help them accomplish the BMS expectation of learning.

The teachers are also implementing a lesson plan format that requires them to implement the Gradual Release of Responsibility lesson cycle. This lesson cycle further focuses the Unit Organizer which forms the road map for the Course Organizer. Teachers are also required to complete a class syllabus that explicitly lays out all of the expectations, course description, grading scale, assignments, quizzes/tests, and daily work. The main objective of the syllabus is to explicitly inform students and parents how they will earn the grade that they are working for. The teachers contact info. is also included, samples are provided. The first Open House for the year will be on Wednesday and parents will receive their students Infinite Campus log in info., BMS bonding info., student schedule and an Indian Taco. The parents will check in at the front to complete their student's iPad agreement and then follow the student's schedule to every class where they will meet the teachers and receive the class syllabus. The parents will then have all the basic info. to be a participating member on their student's educational team.

We continue to emphasize ethics and professionalism with our staff in meeting all of their expectations. We are also continuing our commitment to consistency and listening to our students as we become a trauma sensitive school. Our bullying issues are dealt with as soon as they are reported and they are thoroughly investigated with proper consequences handed out to

all students involved in the bullying circle. This improved and safe learning environment is allowing our students to fulfill their number one expectation when coming to school everyday and that expectation is to learn.

#### BMS Vital Statistics:

##### 1) Student Attendance

- a. 112 7th grade, 100 8th grade students on 8/29
- b. 212 students whole school on 8/29
- c. Lots of students still with perfect attendance
- d. Completing home visits and sending out 3-5-7-10 day letters, and daily phone calls to get them back
- e. Zero parents have been turned into courts, working with 3 families

##### 2) Staff Attendance

- a. % for certified-95.5% (by days) including SR leave
- b. % for classified-96% (by hours)

##### 3) Referrals for month-10 total

- a. Breakdown by category-2 non-severe (classroom)
- b. How many OSS did you have-8 severe for bullying and overt defiance, 1 day each

##### 4) Home visits

- a. 2 home visits

# 7th Grade Language Arts

## 2018-2019

**Instructor:** Julie Hayes

**Office:** Room 105

**Office Hours:** 10:49-11:34 (M-Th); 10:48-11:23 (F)  
3:45-4:00 (M, T, Th); 2:40-3:00 (F)

Email: [julieh@bps.k12.mt.us](mailto:julieh@bps.k12.mt.us) webpage: <http://bps9.org/hayes>

### **Course Description**

English/Language Arts (ELA) is a class that incorporates writing, reading, speaking, grammar, and critical thinking. Our curriculum is guided by the StudySync program, which consists of digital (online) instruction supplemented by a traditional textbook. StudySync consists of four units, each made up of a combination of stories, poems, and non-fiction essays and articles. Additionally, students will complete two multi-page writing assignments each quarter and will read one or two novels during the school year.

During first quarter, we will complete the "In Pursuit" unit and write two multi-page papers.

### **Required Texts**

StudySync Online - Students are required to bring their iPads with them every day to ELA class.

StudySync Textbook - May be brought home to complete make up work.

### **Competency Goals and Measured Outcomes**

By the end of first quarter, students will be able to:

1. find a main idea in a text.
2. cite evidence from the text to support analysis of a text.
3. analyze the interactions between individuals, events, and ideas in a text.
4. identify the elements of a story.
5. use textual evidence to compare and contrast.
6. use context clues to determine the meaning of an unknown word or phrase.
7. determine a theme or central idea of a text.
8. tell the difference between the connotations (associations) and denotations (definitions) of words.
9. analyze the structure an author uses to organize an informational text.
10. engage effectively in a range of collaborative discussions
11. pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas.
12. produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose, and audience.

13. conduct short research projects to answer a question.

### **Course Assignments**

1. Assignments (60% of grade)
  - a. Read twelve short texts, including short stories, poems, and non-fiction essays.
    - i. complete think questions and focus questions for each text.
    - ii. complete other assignments in for each text, as assigned
  - b. Maintain a digital interactive notebook that contains:
    - i. Vocabulary - obtained from StudySync book, academic vocabulary list, ISIP assessment, and SBAC assessment
    - ii. Grammar - found in StudySync book, grammar book, and online resources
    - iii. Cornell notes
    - iv. other academic information.
2. Daily work (10% of grade)
  - a. Bell ringers
  - b. Exit tickets
  - c. Group participation
3. Assessments (15% of grade)
  - a. Quizzes following each text
  - b. Tests measuring progress in grammar and vocabulary.
  - c. Speaking opportunities
  - d. ISIP assessments
  - e. Writing assessments
4. Final (15% of grade)
  - a. One short research project
  - b. One extended writing project
5. Homework
  - a. Missing Assignments - every Monday students get their grades. They can make up work to end of week from the week before. After that, students may make up any late work as homework, but all work must be done outside of class.
  - b. If students are failing but don't have missing assignments, they may ask for extra-credit assignments to do as homework.
  - c. Missing assignments and extra-credit will only be accepted until the last day of the quarter.
  - d. Exceptions may be made with prior notice for special circumstances. Parents must call or come in to talk to Ms. Hayes to make these arrangements.