



# Journey's School of Teton Science Schools

*Integrating ecology, culture and community to ensure academic excellence and personal success for Pre-K through 12<sup>th</sup> grade students in a college preparatory, independent school setting.*

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## Welcome to Journey's Middle School! September 2, 2010

- 5:00 Mingle with teachers and families (Middle School south classroom)
- 5:15 Announcements
- Theme of the year: "Foundations of Place"
    - Semester 1: Weather and Water
    - Semester 2: Earth and Energy
  - Important Dates
    - September 3 and September 8, pack a non-microwaveable lunch
    - September 8-10, Fall Journey
    - September 24, Grandparents/Grandfriends' Day
    - October 6, Parent Night
    - October 12-29, Learning Team Meetings
    - October 25-29, 8<sup>th</sup> grade visits to Journey's High School
    - November 5, end of 1<sup>st</sup> Quarter
  - Important Documents
    - School Supplies List
    - Fall Journey Overview and Equipment List
  - International Baccalaureate Middle Years Program (IB MYP)
  - Afterschool Athletics and Enrichment Activities
- 5:30 Introduction to faculty, classes, and first semester topics  
Margot Angstrom: Lead Teacher and Language Arts faculty  
Kate Schelbe: Spanish faculty  
Sarah Kate Gessford: Science faculty  
Pete Simpson: Math faculty  
Tom Marshall: Social Studies faculty  
John Gillum: Physical Education and Health faculty  
Brooke Littman: Fine Arts coordinator and Visual Arts faculty  
Jeff Bratz: Performing Arts faculty
- 5:50 Journey to the Madison and Gallatin Watersheds of Montana
- 6:00 Potluck Picnic Begins!  
Teachers will be available throughout the potluck for individual questions and conversations

***People • Nature • Place • Education***

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# Journeys Middle School Assessment Rubric

| Point system |  | Content  | Process   | Product  |
|--------------|--|--|---|--|
| <b>4</b>     | Exceptional  | <p>In general, <i>content</i> assesses:</p> <ul style="list-style-type: none"> <li>• Information</li> <li>• Facts</li> <li>• Knowledge</li> <li>• Ideas</li> <li>• Creativity</li> </ul> | <p>In general, <i>process</i> assesses:</p> <ul style="list-style-type: none"> <li>• Effort</li> <li>• Timeliness</li> <li>• Following directions</li> <li>• Participation</li> <li>• Group work</li> <li>• Organization of materials</li> <li>• Completing outlines/drafts</li> <li>• Completing research</li> <li>• Leadership</li> </ul> | <p>In general, <i>product</i> assesses:</p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Neatness and clarity</li> <li>• Articulation</li> <li>• Visual aids</li> <li>• Graphics</li> <li>• Organization of information</li> </ul> |
| <b>3.5</b>   | Exceeding expectations                             |  |   |  |
| <b>3</b>     | Meeting expectations                               |  |   |  |
| <b>2.5</b>   | Approaching expectations                           |  |   |  |
| <b>2</b>     | Meeting basic requirements                         |  |   |  |
| <b>1.5</b>   | Making minimal progress towards basic requirements |  |   |  |
| <b>1</b>     | Failed to meet basic requirements                  |  |   |  |
|              |  |  | <p><i>Regarding <b>timeliness</b>, the faculty have determined the following system which may override the elements above:</i></p> <p><b>2.0</b> = Submitted late, independently<br/> <b>1.5</b> = Submitted late w/ reminders<br/> <b>1.0</b> = Not submitted</p>  |  |

**Journeys School**  
**Middle School Social Studies**  
**2010-2011**  
**Tom Marshall**  
**307.734.9862**  
[tom.marshall@journeynsschool.org](mailto:tom.marshall@journeynsschool.org)

The Middle School Social Studies course is designed with the intent to help students become aware of the connection between people and land. This focus stems from a primary goal to help our students ultimately live active and engaged lives. This year we will investigate the physical and human geography of various regions of the planet including Wyoming/Idaho, New Orleans, Louisiana and surrounding areas, Pakistan, and the general Rocky Mountain West. Through our study of these regions and their recent histories, students will gain a thorough understanding what makes a place unique and how humans carve out an existence given the resources, challenges, and features of a given region.

|                                   |   |
|-----------------------------------|---|
| Year 1 Theme:                     | Foundations of Place  |
| Semester 1:<br>Weather &<br>Water | <ul style="list-style-type: none"><li>• The foundations of US government and shared powers/responsibilities</li><li>• Geo-Investigation 1: Hurricane Katrina</li><li>• Geo-Investigation 2: Wyoming's Water- Sources, Controversy &amp; the Future</li></ul>  |
| Semester 2:<br>Earth & Energy     | <ul style="list-style-type: none"><li>• Geo-Investigation 3: Haiti Earthquake</li><li>• Geo-Investigation 4: The BP Oil Spill</li><li>• Geo-Investigation 5: World Energy &amp; Wyoming's Role</li></ul>  |
| Throughout the<br>year            | <hr/> <ul style="list-style-type: none"><li>• 7 Essential Questions that guide all inquiry, discussion, and assessment</li><li>• Social Studies skills including (but not limited to) reading comprehension, primary document analysis, public speaking, note-taking, written/verbal use of evidence to support arguments, postulating questions, civic engagement.</li></ul> |

*How can you help your student in Social Studies?*

- Encourage your student to pay attention to his/her surroundings and make observations. The use of maps and dialogue about navigation, routes to and from places, etc. will ultimately enhance your student's relationship with the area.
- Look for opportunities to share your experiences and knowledge with your student. Have discussions about cultural awareness, what your life was like at your student's age, and how the world has/hasn't changed over the course of your life. Encourage your student to engage with his/her world!
- As a family, watch relevant programs on stations such as PBS, The Discovery Channel, and the History Channel. Ask your student's opinion and thoughts that get at the "how" and "why" of topics.
- Encourage your student to read historical fiction and non-fiction. The Teton County Library Young Adult section is an excellent resource. Ask "big" questions about what your student is reading. Helping him/her think in terms of themes, connections with other time periods, and patterns will ultimately spark an interest in understanding more history.
- Explore a wide range of Podcasts including PRI's The World, How Stuff Works.com's "What You Missed in History Class," Ted Talks, etc.

Encourage your student to pay attention to current events by reading the Jackson Hole News & Guide, Teton Valley Citizen, New York Times, Scholastic News Online, and other sources. Discuss what makes a news source credible. Teach by modeling what it means to be informed and engaged in society.

## Social Studies Expectations

**Class Participation:** Students are expected to actively participate in all class activities, whether individual or group work. This does NOT mean your child must have all of the right answers. Questions inevitably lead to more questions than answers!

**Final Product:** Students are expected to show all of their work and also take pride in the final product. When an assignment is submitted, it should not only reflect an organized process but also a strong sense pride in the clarity and look of the product. Work that reflects a hasty/rushed process will simply be handed back to the student and this will be repeated until the assignment meets the expectations of a final product.

**Homework:** Consistent and thorough effort on homework assignments builds strong habits such as independence, preparedness, and responsibility. The *effort* and thought spent on homework, as opposed to simply having correct or incorrect answers, is vital to a positive experience and understanding the curriculum.

**Communication:** When a student feels overwhelmed, unclear, or has any other challenge in social studies, I encourage students to approach me during breaks, lunch, recess, before or after school, or via email. Asking for help can be difficult but is imperative to a student's academic and personal growth. Any/all encouragement from home is greatly appreciated!

| Grading Scale |  | Content  | Process   | Product   |
|---------------|--|--|---|---|
| 4             | <i>Exceptional</i>                                 | Content grades focus on the student's ability to grasp content and express understanding through written and verbal communication.   | Process grades focus on the student's effort to understand content, make decisions, practice social studies, and use evidence to support his/her ideas.   | Product grades assess students' organization, clarity, thoughtfulness and intentional presentation of ideas.  |
| 3.5           | <i>Exceeding expectations</i>                      |  |   |   |
| 3             | <i>Meeting expectations</i>                        | Does the student...<br>... demonstrate understanding of the content explored in class?<br>... effectively express this understanding?<br>... demonstrate critical thinking skills and creativity?                                    | Does the student...<br>... revise work to improve understanding?<br>... demonstrate effort, enthusiasm, and active listening?<br>... use evidence and details to support ideas?<br>... follow directions and actively participate?            | Does the student...<br>... create orderly and thoughtful work?<br>... present ideas in a well-spoken and organized manner?<br>... label all notebook pages with title, date, and page number?<br>... maintain the notebook's table of contents and index? |
| 2.5           | <i>Approaching expectations</i>                    |  |   |   |
| 2             | <i>Meeting basic requirements</i>                  |  |   |   |
| 1.5           | <i>Minimal progress towards basic requirements</i> | <i>Note: When evaluating student learning I consider that there is a progression of understanding that deepens from recalling facts to interpreting, explaining, analyzing, synthesizing, and ultimately evaluating information.</i> | Regarding <b>timeliness</b> , the faculty have determined the following system which may override the elements above:<br><b>2.0</b> = Submitted late, independently<br><b>1.5</b> = Submitted late w/ reminders<br><b>1.0</b> = Not submitted |   |
| 1             | <i>Failed to meet basic requirements</i>           |  |   |   |

\*A student's final grade will be made up of 33% Content, 33% Process, and 33% Product. The grade is meant to reflect both a student's knowledge of what was covered throughout the year and the skills learned. Assignments include notebook entries (homework and in-class), quizzes, projects, and exams.

## 2010-11 SCIENCE

Sarah Kate Gessford • [Kate.Gessford@JourneysSchool.org](mailto:Kate.Gessford@JourneysSchool.org) • (307) 734-9843

### HABITS OF MIND

This year students will work independently and cooperatively, observe, hypothesize (not guess!), experiment, collect and analyze data, think critically, draw conclusions from evidence, communicate their ideas, and reflect on their learning. These habits of mind will help them to not only understand the scientific ideas we will study, but also how to more consciously live in the world around them. Please take the time to explore their notebooks and ask them questions to help deepen their understanding (see below for suggestions).

| Foundations of Place                           | Science Skills & Topics   |
|--|---|
| <i>Semester 1-<br/>Weather &amp;<br/>Water</i> | <p><b>Weather &amp; Water</b></p> <ul style="list-style-type: none"> <li>◆ <i>Atmospheric Particles</i> ~ Weather occurs in the atmosphere, which is composed of air. A particulate model of gas can therefore explain the invisible interactions that account for many of our weather observations.</li> <li>◆ <i>Seasons and Sun</i> ~ Students investigate how seasons are related to the amount of solar energy transferred to Earth and how the movement of heat in and out of the atmosphere is an important element of weather.</li> <li>◆ <i>The Water Planet</i> ~ Exploring the dynamics of water, students will come to understand the physics of phase change between solid, liquid, and gas. They then apply this understanding to the complexities of Earth's water cycle.</li> <li>◆ <i>Weather versus Climate</i> ~ Students extend their understanding of physical chemistry to explain weather phenomena and explore climate change.</li> </ul> |
| <i>Semester 2-<br/>Earth &amp;<br/>Energy</i>  | <p><b>Earth History</b></p> <ul style="list-style-type: none"> <li>◆ <i>Geological Time Scale</i> ~ Students grapple with the large numbers that represent geological time and how observations of today's landforms can lead to inferences of the past.</li> <li>◆ <i>Layered Earth</i> ~ Using models, students delve deeply into the many layers of Earth.</li> <li>◆ <i>Plate Tectonics</i> ~ Continental and oceanic plates are constantly on the move in response to movements in the mantle. Students use this understanding to explain earthquakes, volcanic eruptions, and mountain building events.</li> <li>◆ <i>Rock Cycle</i> ~ Students investigate sedimentary, igneous, and metamorphic rock types and the forces that cause one type to cycle into another.</li> </ul>   |
| <i>Throughout the<br/>year</i>                 | <p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Identify questions that can be answered through scientific investigations; design and conduct investigations.</li> <li>◆ Employ appropriate tools and techniques to gather, analyze, and interpret data.</li> <li>◆ Develop scientific descriptions, explanations, predictions, and models that emphasize evidence; think critically and logically to make the connections between evidence and explanations.</li> <li>◆ Recognize and analyze alternative explanations and predictions.</li> <li>◆ Discuss and evaluate scientific information from different sources (internet, newspapers, television, texts, etc.) and assess its credibility.</li> </ul>  |

## HOW CAN YOU HELP YOUR STUDENT LEARN?

Middle school science can be very exciting for students. As their brains develop and mature, adolescents are more able to grapple with abstract concepts that have eluded them in the past. As the doors of understanding open wider, there are more questions than answers to be found. Now, to “understand” one must not only recall the information, but also interpret, synthesize, apply, and evaluate that information. How can you help your child during this crucial period in their learning? First and foremost, **PUSH THEM! Get into their academic business. Look at their science notebook and ask them questions.**

The following questions are leveled using Bloom’s Taxonomy, which identifies six levels of increasingly complex and abstract cognitive abilities of thinking and understanding:

- § For **information recall**, ask the “who, what, where, when, how” questions.
- § For **comprehension**, look for the “how do you know?” Explain in his or her own words.
- § For **application**, ask your child to give an example, connections, or significance of the information.
- § When **analyzing** information, ask questions that compare/contrast or identify supporting/contradicting evidence.
- § For **synthesis**, ask questions that create original thought, like predicting, inferring, or creating new ideas.
- § To **evaluate** information, ask your child “why do you agree or disagree?” “How would you improve this?”

### SCIENCE ASSESSMENT

| Grading Scale |  | Content   | Process   | Product   |
|---------------|--|---|---|---|
| 4             | <i>Exceptional</i>                                 | In Science, “content” grades focus on the student’s ability to grasp ideas and express understanding.   | In Science, “process” grades focus on the student’s ability to solve problems and use evidence to support and evaluate ideas.   | In Science, the “product” grades assess students’ organization and intentional presentation of ideas.   |
| 3.5           | <i>Exceeding expectations</i>                      |   |   |   |
| 3             | <i>Meeting expectations</i>                        | Does the student...<br><br>... demonstrate understanding of the concepts explored in class?<br>... effectively express this understanding?<br>... demonstrate critical thinking skills and creativity?                                  | Does the student...<br><br>... revise work to improve understanding?<br>... demonstrate effort, enthusiasm, and active listening?<br>... use evidence and details to support ideas?<br>... follow directions and actively participate?                    | Does the student...<br><br>... create orderly and thoughtful work?<br>... present ideas in a well-spoken and organized manner?<br>... label all notebook pages with title, date, and page number?<br>... maintain the notebook’s table of contents and index? |
| 2.5           | <i>Approaching expectations</i>                    |   |   |   |
| 2             | <i>Meeting basic requirements</i>                  |   |   |   |
| 1.5           | <i>Minimal progress towards basic requirements</i> |   |   |   |
| 1             | <i>Failed to meet basic requirements</i>           | <p><i>Note: When evaluating student learning I consider that there is a progression of understanding that deepens from recalling facts to interpreting explaining analyzing synthesizing and ultimately evaluating information.</i></p> | <p>Regarding <b>timeliness</b>, the faculty have determined the following system which may override the elements above:<br/> <b>2.0</b> = Submitted late, independently<br/> <b>1.5</b> = Submitted late w/ reminders<br/> <b>1.0</b> = Not submitted</p> |   |

\*A student’s final grade will be made up of 45% Content, 45% Process, and 10% Product. The grade is meant to reflect both a student’s knowledge of what was covered throughout the year and the skills learned. Assignments include notebook entries (homework and in-class), quizzes, projects, and exams.

# Middle School Math

*Pete Simpson*

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*Ethan Lobdell*

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|                                | <b>Math 1: Ethan Lobdell</b>   | <b>Math 2: Pete Simpson</b>  | <b>Math 3: Pete Simpson</b>  |
|--------------------------------|--|--|--|
| <b>1<sup>st</sup> Semester</b> | Number Systems, Properties, & Operations<br><br>Basic Geometry, Measurement, & Location<br><br>Fractions & their Operations<br><br>Decimals, Percents, & their Operations    | <b>Number Basics:</b> Primes; GCF; LCM; Fractions; Decimal; Percent<br><br><b>2-D Geometry:</b> Angles; Lines; Length; Area; Polygons; Circles   | <b>Back to Basics:</b> Number; Operations; Graphs<br><br><b>Re-Introduction to Algebra:</b> Algebraic Operations; Expansion; Indices; Equations<br><br><b>Algebra, Meet Geometry:</b> Polygons; Pythagoras; Radicals; Length; Area; Volume; Trigonometry   |
| <b>2<sup>nd</sup> Semester</b> | Data Collection & Directed Numbers<br><br>Algebra, Patterns, & Equations<br><br>Graphical Analysis & Manipulations<br><br>Sets & Problem Solving<br><br>2-D and 3-D Geometry | <b>Algebraic Expressions:</b> Patterns; Models; Expressions; Evaluation<br><br><b>Ratio to Equation:</b> Ratio; Proportions; Equations<br><br><b>3-D Geometry:</b> Volume & Capacity; Geometry of Solids<br><br><b>Data:</b> Sets; Statistics; Chance; Rates | <b>Algebra, Make Geometry:</b> Lines, Systems; & Transformations<br><br><b>Quadratics and Fancy Fractions:</b> Algebraic Factorization; Quadratic Equations; Algebraic Fractions<br><br><b>Statistics and Chance:</b> Comparing Data; Quantitative Statistics; Estimating & Calculating Probability<br><br><b>Going Places:</b> Networks & Locus |

## Middle School Math Expectations:

**Active class participation:** Students are expected to actively participate in all class activities, whether individual or group work. Math is learned when minds are active and engaged, rather than passively observing.

**Showing work:** Students must show their work or explain their reasoning on every problem. It is crucial to understanding the material in these classes that students not only know what steps to take, but can also communicate the reasons for taking those steps.

**Homework:** Students are expected to make a demonstrated effort on every assigned homework problem. Consistent and thorough effort on homework assignments builds independent math skills, prepares students for class, and debriefs what has been learned in class. The *effort* and thought spent on homework is vital to building a comfortable understanding of the curriculum.

**Asking for help:** Unfortunately, students' math issues can be extremely personal and sensitive, while simultaneously going overlooked or unnoticed. We ask that students come to us when they need help, and take advantage of our availability at lunch, recess, break times, learning labs, study periods, and most days before and after school. Asking for help is particularly difficult for some students, warranting some encouragement at home.

## Journeys Middle School Math Assessment

| Point System | <i>Assessments include tests, quizzes, projects, Problems of the Week, homework, and journal entries</i> | <b>Content:</b><br><b>Math 1: 50% of final grade</b><br><b>Math 2: 60% of final grade</b><br><b>Math 3: 70% of final grade</b>     | <b>Process:</b><br><b>Math 1: 40% of final grade</b><br><b>Math 2: 30% of final grade</b><br><b>Math 3: 20% of final grade</b>   | <b>Product:</b><br><b>Math 1: 10% of final grade</b><br><b>Math 2: 10% of final grade</b><br><b>Math 3: 10% of final grade</b>  |
|--------------|--|--|--|---|
| 4            | Exceptional  | <b>EXTENDED:</b> Demonstrates ability to use knowledge of concepts learned in class to develop new problem-solving methods.        | Process assesses the following: <ul style="list-style-type: none"> <li>• Completing homework</li> <li>• Showing work</li> <li>• Timeliness</li> <li>• Following directions</li> <li>• Participation</li> <li>• Completing research</li> <li>• Effectiveness and ingenuity of problem-solving strategies</li> </ul> | Product assesses the following: <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Neatness and clarity</li> <li>• Articulation</li> <li>• Visual aids</li> <li>• Graphics</li> <li>• Organization of information</li> </ul><br>*Did the student communicate necessary information clearly? |
| 3.5          | Exceeding expectations   |  |  |   |
| 3            | Meeting expectations   | <b>APPLIED:</b> Demonstrates ability to take basic concepts and skills learned in class and apply them to more complex situations. |  |   |
| 2.5          | Approaching expectations   |  |  |   |
| 2            | Meeting basic requirements   | <b>BASIC:</b> Demonstrates a basic understanding of content being assessed.  |  |   |
| 1.5          | Making minimal progress towards basic requirements   |  | <b>Submitted late, with reminders</b>  |   |
| 1            | Failed to meet basic requirements  |  | <b>Not submitted</b>   |   |

# ***Middle School Fine Arts***

**Brooke Littman & Jeff Bratz**

**2010-2011**

## **Semester 1 – Drama (Jeff)**

The first semester of fine arts will center on performing arts, studying and practicing techniques and concepts as they relate to Foundations of Place: Weather and Water. Students will learn the importance of improvisational acting skills focusing on the creation and development of their character and how their character creates a reality with the other performers. This development will culminate in a performance loosely based on Shakespeare's *The Tempest* and other weather and water topics explored throughout the semester.

## **Semester 2- Visual Art (Brooke)**

The second semester of fine arts will focus on visual arts, exploring various artists, art techniques, and concepts as they relate to Foundations of Place: Earth & Energy. Students will explore two-dimensional media through drawing, collage and painting and three-dimensional media through clay. They will each research a selected artist or art movement and create a piece of artwork to reflect their understanding. Students will be encouraged to think abstractly, creatively and to utilize excellent craftsmanship in their work.

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Grading for classes in the Arts is on a 4.0 scale, encompassing the areas of Product, Process and Content. Students will receive grades throughout each semester to give them feedback on their performance. Students are expected to participate fully, with a positive attitude and a willingness to try new things.

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If you have any questions, please feel free to contact [Brooke.Littman@journeyschool.org](mailto:Brooke.Littman@journeyschool.org) or [Jeff.Bratz@journeyschool.org](mailto:Jeff.Bratz@journeyschool.org)

**Please mark your calendars!**

**Winter Celebration, December 15<sup>th</sup>**

**at Walk Festival Hall in Teton Village**

**Kindergarten – 8<sup>th</sup> grade Art Show, May 18<sup>th</sup>**

## Physical Education and Health Curriculum Overview

### *Mission Statement*

“To educate the whole child rather than merely the physical, with the aim of developing students who possess the *motivation* and *ability* to make healthy choices, and the *physical competence* to participate in a variety of active pursuits for a lifetime.”



### **Schedule:**

Core PE/Health: **(Tuesday, Thursday; 9:55 – 11:05)**

Enrichment PE **\*(Tuesday, Thursday; 2:40 – 3:25)**

Students will be enrolled in *either* core or enrichment PE for the entire year, rotating between the two on a quarterly basis. \*Students participating in athletics are excused from enrichment PE.

## Athletics and Activities Overview

| <b>Jackson Hole Middle School Athletics Schedule</b> |                       |                      |                     |                  |
|--|-----------------------|----------------------|---------------------|------------------|
|  | <b>Sport</b>          | <b>Boys or Girls</b> | <b>1st Practice</b> | <b>Last game</b> |
| <b>Fall</b>  | 6th-8th Cross country | Boys/Girls           | 23-Aug              | 9-Oct            |
|  | 7th grade Football    | Boys                 | 23-Aug              | 12-Oct           |
|  | 8th grade Football    | Boys                 | 23-Aug              | 12-Oct           |
|  | 7th grade Volleyball  | Girls                | 23-Aug              | 9-Oct            |
|  | 8th grade Volleyball  | Girls                | 23-Aug              | 9-Oct            |
|  | <b>Winter</b>         | 7th grade Basketball | Boys                | 18-Oct           |
| 8th grade Basketball                                 |                       | Boys                 | 18-Oct              | 11-Dec           |
| 6th - 8th Swimming                                   |                       | Girls                | 18-Oct              | 11-Dec           |
| 7th grade Basketball                                 |                       | Girls                | 3-Jan               | 24-Feb           |
| 8th grade Basketball                                 |                       | Girls                | 3-Jan               | 24-Feb           |
| 6th-8th Wrestling                                    |                       | Boys                 | 3-Jan               | 16-Feb           |
| <b>Spring</b>  | 6th-8th Track         | Boys/Girls           | 13-Mar              | 10-May           |

### **Additional Opportunities:**

- Club Lacrosse
- WY Karate Club
- Dancer's Workshop
- Jackson Hole Youth Baseball
- Jackson Hole Youth Soccer
- Jackson Hole Youth Hockey

### **Five things you absolutely must know about Athletics:**

- 1) Journeys School has a very informative athletics and activities website. There you will find the latest forms, schedules, offerings, and important links.  
<http://www.tetonscience.org/index.cfm?id=journeys-athletics>
- 2) There is an outstanding shuttle bus system to get your child to their activities.
- 3) For students leaving before 3:30 for activities, parents must fill out the **early release for activities** form.
- 4) Students must have completed **sports physicals** prior to the first practice.
- 5) If you have any questions about athletics and activities, contact John!

John Gillum  
Physical Education and Athletics Coordinator

[John.gillum@journeyschool.org](mailto:John.gillum@journeyschool.org)

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**Clase de Español**  
**Kate Schelbe**  
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 2010-2011 Foundations of Place

|                     | Semester 1:<br>1 <sup>st</sup> quarter<br>Weather  | Semester 1:<br>2 <sup>nd</sup> quarter<br>Water   | Semester 2:<br>1 <sup>st</sup> quarter<br>Earth  | Semester 2:<br>2 <sup>nd</sup> quarter<br>Energy                                |
|---------------------|--|---|--|---|
| Vocabulary          | Days of the week, months of the year, seasons, weather vocabulary, numbers, question words, adjectives   | Bodies of water, activities at the beach, colors, prepositions                                    | Nationalities, travel vocabulary (air), land forms and regions   | Travel vocabulary extended, hotel reservations, transportation                  |
| Grammar: Spanish 1a | Personal pronouns<br>Articles<br>Los verbos regulares (-ar, -er, -ir)<br>Los adjetivos<br>Comparativos/Superlativos  | Los verbos irregulares (gustar, tener, ir, hacer, jugar, hay)                                     | Stem-changing verbs<br>Telling time<br>Possessive adjectives<br>Idioms   | Commands<br>Demonstrative adjectives/pronouns<br>Por/Para                       |
| Grammar: Spanish 1b | Personal pronouns<br>Articles<br>Los verbos regulares (-ar, -er, -ir)<br>Los adjetivos<br>Comparativos/Superlativos  | Los verbos irregulares (gustar, tener, ir, hacer, jugar, hay)<br>Stem-changing verbs<br>Por/Para  | Telling time<br>Possessive adjectives<br>Ser/Estar<br>Commands<br>Idioms                                       | Saber/Conocer<br>Demonstrative adjectives/pronouns<br>Intro. to preterit        |
| Grammar: Spanish 1c | Personal pronouns<br>Articles<br>Los verbos regulares (-ar, -er, -ir)<br>Los adjetivos<br>Comparativos/Superlativos<br>Los verbos irregulares (gustar, tener, ir, hacer, jugar, hay) | Stem-changing verbs<br>Ser y estar<br>Por y para<br>Commands<br>Demonstrative adjectives/pronouns | Telling time<br>Possessive adjectives<br>Commands<br>Saber/Conocer<br>Preterit<br>Irregular preterit<br>Idioms | Imperfect<br>Simple future & future<br>Pronombres de objeto directo e indirecto |

### Expectations

- Be prepared for class. Bring your "Fab 4\*" and a desire to learn. (\*pencil, planner, journal, glue stick)
- Active participation in class. Students are expected to participate frequently in class. By participating, students gain confidence and apply the grammar and vocabulary that they are studying to further reinforce their developing language skills.
- Use resources appropriately. Students may use dictionaries (in print or online) but they should not do the assignments in English first. Online translating services are not permitted.

# La Rúbrica de Español

| Point system |   | Content   | Process  | Product: Written  | Product: Oral  |
|--------------|---|---|--|---|--|
| 4            | Exceptional<br>100%                                       | <ul style="list-style-type: none"> <li><input type="checkbox"/> Applies extended grammar and vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Strives for excellence</li> <li><input type="checkbox"/> Dedicates time and energy to assignments</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Contains 11+ sentences</li> <li><input type="checkbox"/> Words are spelled correctly</li> <li><input type="checkbox"/> Agreement is accurate</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks fluently</li> <li><input type="checkbox"/> Speaks without script</li> </ul>                                       |
| 3.5          | Exceeding expectations<br>94-94%                          | <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes additional information</li> <li><input type="checkbox"/> Contains additional sentences</li> <li><input type="checkbox"/> Applies extended vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Dedicates time and energy to assignments</li> <li><input type="checkbox"/> Turns in assignment on time</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Contains 5-10 additional sentences</li> <li><input type="checkbox"/> Contains only 1-2 spelling errors</li> <li><input type="checkbox"/> Contains only 1-2 agreement errors</li> <li><input type="checkbox"/> Creative</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks clearly</li> <li><input type="checkbox"/> Articulates well</li> </ul>   |
| 3            | Meeting expectations<br>87-88%                            | <ul style="list-style-type: none"> <li><input type="checkbox"/> Contains the correct number of sentences for level requirements</li> <li><input type="checkbox"/> The majority of adjective/subject, verb/noun, article/noun agreements are correct</li> <li><input type="checkbox"/> Contains correct information</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Gives effort to do personal best</li> <li><input type="checkbox"/> Turns in assignment on time</li> <li><input type="checkbox"/> Follows all directions</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Contains the correct number of sentences</li> <li><input type="checkbox"/> Has very few spelling mistakes</li> <li><input type="checkbox"/> The majority of agreement is correct</li> <li><input type="checkbox"/> Is neat.</li> <li><input type="checkbox"/> Uses proper punctuation and accent marks</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish only</li> <li><input type="checkbox"/> Applies relevant vocabulary and grammar correctly</li> </ul>              |
| 2.5          | Approaching expectations<br>79%                           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Missing 1-3 sentences</li> <li><input type="checkbox"/> Contains some incorrect information</li> <li><input type="checkbox"/> Contains various spelling and/or agreement errors</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Turns in assignment on time</li> <li><input type="checkbox"/> Follows most directions</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Missing 1-3 sentences</li> <li><input type="checkbox"/> Contains various spelling and agreement errors</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish only</li> <li><input type="checkbox"/> Attempts to apply relevant vocabulary and grammar, with errors</li> </ul> |
| 2            | Meeting basic requirements<br>70-71%                      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Missing 4+ sentences</li> <li><input type="checkbox"/> Contains many errors in spelling and/or agreement</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Turns in assignment late</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Missing 4+ sentences</li> <li><input type="checkbox"/> Contains many errors in spelling and/or agreement</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish only</li> <li><input type="checkbox"/> Does not include relevant vocabulary and grammar</li> </ul>               |
| 1.5          | Making minimal progress towards basic requirements<br>53% | <ul style="list-style-type: none"> <li><input type="checkbox"/> Contains incorrect information</li> <li><input type="checkbox"/> Includes a mix of Spanish and English</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Turns in assignment late with reminders</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Contains incorrect information</li> <li><input type="checkbox"/> Includes a mix of Spanish and English</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks in broken Spanish</li> </ul>  |
| 1            | Failed to meet basic requirements<br>33%                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts the assignment in English</li> <li><input type="checkbox"/> Uses an online translator to conjugate verbs or translate sentences</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Does not turn in the assignment</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts the assignment in English</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks in English</li> </ul>   |

\*A student's final grade will be made up of 45% Content, 45% Process, and 10% Product. The grade is meant to reflect both a student's knowledge of what was covered throughout the year and the skills learned, as well as the effort put forth in the acquisition of Spanish both in and out of the classroom.

Journeys Middle School Language Arts Program 2010-11

[margot.angstrom@journeyschool.org](mailto:margot.angstrom@journeyschool.org)

307-734-9872

Welcome! The art of language is composed of four skill areas: reading, writing, speaking, and listening. Skills in these areas allow us to access knowledge and express ourselves. Throughout the year, students will develop these skills through an exploration of a variety of topics, book genres, writing assignments, presentations, and projects.

Foundations of Place: Literature Units

Semester 1:  
Weather &  
Water

- Banned Books, the First Amendment, and our freedom to read
- *Paddle to the Sea* by Holling C. Holling
- *The Old Man and the Sea* by Ernest Hemingway
- Creation myth study
- *The Tempest* by William Shakespeare

Semester 2:  
Earth &  
Energy

- *The Journey to the Center of the Earth* by Jules Verne
- *The Tracker* by Tom Brown and William Jon Watkins
- poetry writing and R.A.P. (random acts of poetry) contest
- poet-in-residence (pending pARTners grant approval)

Throughout  
the year

- persuasive and expository essay writing and presentations
- creative writing
- Daily Oral Language (spelling, grammar, punctuation) & vocabulary study

*How can you help your child in Language Arts?*

- Encourage your child to read independently (books, magazines, newspapers, etc), to improve his/her overall language ability in both reading and writing. Research indicates that there is no better way to improve spelling, grammar, and vocabulary than independent reading.
- Help your child follow the writing process: ask questions to extend his/her brainstorm; support his/her ideas and opinions, but make sure he/she can prove his/her claims with examples, quotes and evidence; read aloud his/her writing to help him/her listen for awkward or unclear parts; when a part of his/her writing is unclear or needs more depth, tell him/her that it's a good idea, but in order for the reader to understand it fully, he/she needs to rework it for clarity or tell the reader more by elaborating; if he/she has trouble with conclusions, ask him/her what his/her final message to the reader is or ask why the topic is important.

Writing Process:     Prewriting (brainstorms, research, outlines)  
                              Draft writing (multiple drafts)  
                              Revisions/Assessment (by peers, parents, teacher, and self)  
                              Sharing (in class, with others, and publishing)

- Help your child follow the reading process: read with him/her; elicit his/her prior knowledge with questions about the content of the book or the author; watch a film that reflects the content of the book; ask questions about the book's characters, setting, plot or themes (main messages); ask him/her to make predictions while reading and draw connections to self, other texts, or the community (school, town, current events).

Reading Process:     Prior knowledge (elicit prior experiences with the subject or author)  
                              Understanding and discussing reading (review vocabulary, ask questions, make predictions, make connections to self, other texts, and the community, share ideas)

## Language Arts Assessment

| Point system |  | Content  | Process   | Product   |
|--------------|--|--|---|---|
| <b>4</b>     | Exceptional  | <p>In general, content assesses:</p> <p>Writing/Speaking</p> <ul style="list-style-type: none"> <li>Engaging and clear topics</li> <li>Specific examples and quotes</li> <li>Strong conclusions</li> <li>Connections to self, other texts or the community</li> <li>Ideas and creativity</li> </ul> <p>Reading/Listening</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Reading comprehension</li> <li>Understands plot, characters, setting, and major themes</li> <li>Understands figurative language/rhetorical devices</li> <li>Connects to other texts</li> <li>Reflects on reading</li> <li>Asks questions during discussions</li> </ul> | <p>In general, process assesses:</p> <p>Writing/Speaking/Reading/Listening</p> <ul style="list-style-type: none"> <li>Effort</li> <li>Timeliness</li> <li>Following directions</li> <li>Participation</li> <li>Group work</li> <li>Organization of materials</li> <li>Leadership</li> <li>Completing all parts of the writing process: research, outlines, drafts, revisions</li> </ul> | <p>In general, product assesses:</p> <p>Writing/Speaking</p> <ul style="list-style-type: none"> <li>Presentation</li> <li>Neatness and clarity</li> <li>Articulation</li> <li>Visual aids</li> <li>Graphics</li> <li>Organization of information</li> <li>Spelling/word choice</li> <li>Grammar/mechanics/usage</li> <li>Sentence structure</li> <li>Penmanship</li> <li>Engaging/pertinent titles</li> </ul> |
| <b>3.5</b>   | Exceeding expectations                             |  |   |   |
| <b>3</b>     | Meeting expectations                               |  |   |   |
| <b>2.5</b>   | Approaching expectations                           |  |   |   |
| <b>2</b>     | Meeting basic requirements                         |  |   |   |
| <b>1.5</b>   | Making minimal progress towards basic requirements |  |   |   |
| <b>1</b>     | Failed to meet basic requirements                  |  |   |   |
|              |  |  | <p><i>Regarding <b>timeliness</b>, the faculty have determined the following system which may override the elements above:</i></p> <p><b>2.0</b> = Submitted late, independently<br/> <b>1.5</b> = Submitted late w/ reminders<br/> <b>1.0</b> = Not submitted</p>  | <p>Reading/Listening</p> <ul style="list-style-type: none"> <li>No product assessments</li> </ul>   |

### Common Language Arts Assessments:

- Essays (persuasive and expository)
- Oral presentations (persuasive, expository, and creative)
- Creative writing (bio/autobiography, fiction, poetry)
- Reading, grammar, and vocabulary tests and quizzes
- Various projects (ex: performing a scene from *The Tempest*, writing a story and creating a Google Earth tour that journeys the length of the Snake River watershed, creating a comic strip to represent major events in *My Brother Sam is Dead*, vocabulary contests, researching and writing a newsletter about an "Exceptional Person," among other challenges)

\*A student's final grade will consist of 33% Content, 33% Process, and 33% Product. The grade is meant to reflect both a student's knowledge of what was covered throughout the year and the skills demonstrated.