

Our Lady of Guadalupe Catholic School

"Our Lady of Guadalupe School fosters Gospel values, inspires academic excellence, and develops service and leadership. We face this as a sacramental community united and empowered by the Holy Spirit."

Eighth Grade

Syllabi: Social Studies/Literature and Religion Homeroom Guidelines & Expectations

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Curriculum Overview: Social Studies and Literature

Content below outlines the curriculum for the entire 8th grade year in Humanities: Social Studies/Literature & Religion. Content pertaining specifically to Distance Learning has been indicated in [blue](#).

Description: Eighth graders will engage in a variety of projects, discussions, and activities to develop geographic literacy, inquiry, research, and critical thinking skills. Primary sources and historical fiction are highlighted as a method of comprehending and evaluating content-based material. Students will gain proficiency communicating understanding of content in a variety of formats. Social Studies curriculum focuses on United States history, from 1776- the early 1900s. Eighth graders will also focus on current events and living history.

Texts: A More Perfect Union, Houghton Mifflin Social Studies. Novels include, but are not limited to, *The Giver* (Lowry), *The Hitchhiker's Guide to the Galaxy* (Adams), *To Kill a Mockingbird* (Lee), & an American Civil War era (setting) novel of choice. Additional text and content will be presented in print and multi-media, with a focus on primary sources.

The 8th Grade SS/Lit curriculum will address the following essential questions:

- Why do governments exist?
- In the founding of the American government, what are the struggles and contradictions of providing for equality and individual freedom, and general welfare?
- How is history recorded and why is it necessary to look at history critically, through a variety of lenses?
- What skills are needed to locate, evaluate, interpret, and synthesize information from a variety of primary and secondary sources?
- How can fiction provide insight on the historical experience?
- What are my roles and responsibilities as a member of the local, national, and global communities?

Curriculum Overview: Religion

Description: Students learn parts of the Catholic Church's history from the Acts of the Apostles up through modern times. We study the development of the church through Ecumenical Councils and historical events. Eighth graders also learn about morality from a social justice standpoint. We learn about and practice servant leadership in our school and community, and reflect on these experiences throughout the year.

Methods:

- Morality / Church History Textbook
- Juan Diego Project (JDP) this project also covers many of the religion standards and school-wide learning expectations (SLEs)
- Class service project - providing recreational therapy to and developing relationships with residents of Providence Mount St. Vincent through the Silver Kite program, an intergenerational learning program.
- Faith Family Program - school-wide monthly activities led by 8th graders
- Liturgy Planning

Juan Diego Project (JDP)

This is the long-standing OLG Traditional 8th grade independent student service project. It is a yearlong commitment to an organization in which stewardship and service is provided by the student for a total of 20 service hours, completed by the student.

Over the course of the year, students will be presenting to various groups in multiple ways, aligning their project to the Catholic Social Teaching (CST), our SLEs and our call to social justice.

The student must complete all service hours no later than April 15th, 2020.

Due to COVID-19, the availability to physically *go* do service may be limited, depending on the organizations your student chooses to work with. If hour expectations shift, parents and students will be informed.

Students are expected to reach out to organizations and be creative in their methods of approaching and working with organizations, even if means thinking outside the box. Organizations still need help. The way that the need is recognized and aided has changed. But the need has not been reduced.

OLG Faith Family Groups

8th graders lead Faith Family Groups, and will be responsible for creating themed activities and leading multi-grade level groups in prayer, liturgy and stewardship over the course of the year. [These will still occur during Distance Learning.](#)

Mount St. Vincent/ Silver Kite Program

This is our class service project. Together with The Mount and Silver Kite, Program, 8th graders participate in intergenerational learning, enhancing their understanding

of the CST: Life and Dignity of the Human Person, helping students to form meaningful irreplaceable relationships with others. [During Distance Learning and Mount St. Vincent closures to the public, collaboration, communication and service will be done virtually, through letter writing and through collaborative, intergenerational activities.](#)

Assignments and Grading

Assignments, tests, quizzes, journals, and projects are assigned a point value relative to the workload. Grades are determined by percentage of points earned, out of total points possible for the subject area. Participation, direction following, and effort will be factored in when assigning final grades.

- Only homework turned in on time is eligible for full credit. One day late results in loss of points earned.
- Assignments and due dates should be written in your planner daily. [In addition, they will be posted on every student’s Google Classroom Calendar during Distance Learning.](#)
- Work turned in **after a grading period** has closed will not be accepted.

Grading Scale

A (95-100), A- (93-94), B+ (90-92), B (86-90), B- (83-85), C+ (79-82), C (74-78), C- (70-73), D+ (67-69), D (63-67), D- (60-62), F (59 and below).

Grade reports will be updated and available on-line, through ALMA and students and families will be expected to access these on a regular basis. [During Distance Learning, parents will be invited to join their child’s Google Classroom and can opt to receive weekly, daily or monthly summaries of student work, missing work, etc.](#)

Categories/ Weights

Social Studies/ Literature	
Homework	5%
Classwork	10%
Projects	15%
Quizzes	15%
Presentations	25%
Tests	30%
Religion	
Homework	5%
Classwork	15%
Quizzes	15%
Projects	15%
Presentations	25%
Tests	25%

Attendance & Absences

Attendance: Attendance is required both for in- person learning and for Distance Learning. Students will be expected to follow the schedule and use the appropriate Zoom links everyday.

Absences: We are aware that absences occasionally occur. But what do you do?

- **Communication:** Parents are responsible for communicating an absence directly to the school. While we encourage student communication, legally it is required that the guardian makes the official communication to the school and or teachers.
- **Illness:** Students are entirely responsible for contacting another student and/or [Google Classroom](#) for homework and missed assignments. When in person, please make arrangements before school, for another student to record, collect, and leave materials at a specific place. Student has one day for everyday that he/she is out of school due to illness, to make up missed work.
- **High School Visit Days:** **Due to COVID-19, [most schools](#) have cancelled these dates for the 2020- 2021 School Year.* These days count as absences. Students need to inform all of their middle school teachers of their absence a week in advance, and make plans to complete work upon their return or ahead of time. Work due on the day of the absence should be submitted early. Tests and quizzes that may be missed need to be arranged with the teacher ahead of time.
- **For planned, extensive absences** please make arrangements with each teacher a minimum of **two weeks in advance**.
- **Distance Learning:** Attendance will be taken at the start of every *Zoom* class and will be recorded in *ALMA*. Attendance is required. If possible, we request that the parent communicate any absences with the middle school team and/or specific class that their child will be missing ahead of time.
- **All 8th Graders:** Need to have a designated homework/ communication buddy to collect work, take notes and communicate information effectively and responsibly. This person needs to know they are your buddy. Do not just assume. *During Distance Learning, students should be checking Google Classroom, and should **still** have a designated buddy to reach out to and ask for notes/ details from synchronous classes.*

Behavior/ Citizenship & Norms

Active participation in class activities and assignments, both virtual and in person, are important to informally assess student learning and understanding. All students are expected to come prepared for class, participate, and demonstrate respectful and courteous behavior at all times.

8th Grade Norms (Centered around the 7 CST)

- **Be respectful.** Be Kind. Treat others the way that you would like to be treated. Use your manners. **Be courteous.** Say please, thank you and everything in between. -- *Life and Dignity of the Human Person*--
- **Participate. Communicate. Collaborate. Engage.** -- *Call to Family, Community, and Participation*--
- “Act Justly. Love Mercy. Walk Humbly.” (*Micah 6:8*) Do what is right. **Be honest.** Speak up. Help others. **Ask for help when you need it.** -- *Rights & Responsibilities*--
- **Step Up.** Look Outward. Help Others. **Serve without seeking** [credit/recognition]. --*Option for the Poor and Vulnerable*--
- **Show pride in your work.** Own it. Always give your best. Never be afraid to try. **Allow others to learn.** -- *The Dignity of Work and the Rights of Workers*--
- We are all in this together. **Support one another.** -- *Solidarity*--
- Care for our classroom environment and learning community. **Care for one another.** -- *Care for God's Creation*—

Eighth Grade: Guidelines for Success

- Come to class prepared and ready to learn.
- Be engaged! Participate!
- Give 100% effort everyday.
- Have pride in yourself and in your community.
- Ask for help and/or support, offer it to others.
- Be respectful, courteous and trustworthy.
- Be open and willing to share your views of the world.
- Uphold the 8th Grade Classroom Covenant.
- Model the SLEs and Family Handbook expectations for others.

Discipline Expectations

If disciplinary action is needed for in-person [or online school-day behavior or incident](#), the OLG Family handbook will be followed. Communication home will be relayed in ALMA, and may also be communicated by the teacher or adult in charge during the class period/ time of incident. For more serious incidents, communication will come directly from the principal.

Communication

Teachers to Students: Communication from your teachers will come in a variety of forms, including verbal, written, handouts, email, ALMA and Google Classroom. Google Classroom will be a useful resource to check assignments. Your planner [and/or Google Calendar](#) should hold all long term due dates. The website will outline important high school due dates.

Students to Teachers: By 8th grade, most of the communication regarding homework, academics or absences should be coming directly from you, with support from your parents when necessary. This is the norm and expectation in high school. It is easier to learn it now, with support, rather than next year. When in doubt, just ask!

Parents: The teachers will communicate with you most frequently by email, and will report student progress and behavior through ALMA. High School information will be communicated with you directly via email and will be updated on the website. If you have questions that are not answered, feel free to reach out. Emails will be checked during school hours, and will be responded to within a 24- hour workday. If a response is not received within that window, please reach out again. If a more extensive meeting is necessary, the teacher will schedule accordingly.

Communication Re: High School: Information will be will be updated on the website, and via email this fall, directly to PARENTS. **Due to COVID-19, Seattle area high schools have not fully updated their plans for Open Houses (as of 8/2020), testing requirements, application deadlines, etc. Virtual tours can be taken on most high school websites at this time.*

Cell Phones & Personal Devices

The cell phone policy supports students in being present in community with one another and limits classroom distractions. Students are expected to turn off and put cell phones inside their backpacks before entering all school buildings. Headphones and other personal devices are not permitted unless given explicit permission by a teacher for use during instruction.

Phones found outside the backpack will be confiscated and sent to the principal's office. Parents/guardians must claim these devices directly from the principal. All family communication during school hours will happen through the front office.

During Distance Learning, students should uphold these same policies. Phones and non- computer personal devices, tablets, televisions, etc. should be put away or turned off during synchronous learning, just as they would be in the in-person classroom. **Unless explicit permission for use is given**, we ask that distractions be limited to ensure students gain the most from the virtual learning environment.

If cell phones/ extra personal devices become an issue of distraction or concern during Distance Learning, parents will be contacted directly. It will also be noted in ALMA.

SIGN AND RETURN THIS PAGE

STUDENT, COMPLETE THIS SECTION BELOW.

I, _____ (student name), have reviewed this syllabus with my parents and understand what is expected of me this school year.

I know where to find and locate assignments in Google Classroom & know where to find the schedule and Zoom links for Distance Learning.

I have logged into ALMA and understand that it is my responsibility to check my grades and communication from teachers about assignments/ grades.

Student signature: _____ Date _____

Parent Signature: _____ Date: _____