

Mr. Duralek

Course Syllabus

**Mathematics**

**Course Objectives:**

1. Improve skills using numbers, number systems and number relationships.
2. Develop skills involving computation and estimation.
3. Develop skills of measurement and estimation.
4. Develop mathematical reasoning skills.
5. Explore problem solving and mathematical communication.
6. Explore geometric figures.
7. Explore and develop skills in patterns of algebra
8. Identify types of graphs and data analysis
9. Expand reading and speaking vocabulary

**Science**

**Course Objectives:**

1. Develop problem-solving, decision-making and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results.
2. Develop an understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology.
3. Integrate mathematics as a tool for problem-solving in science.
4. Understand the interrelationships between science and technology.
5. Develop a conceptual understanding of the nature and process of technology.
6. Understand the structure, characteristics, and basic needs of organisms.
7. Investigate the diversity of life.
8. Understand the structure and behavior of matter
9. Understand natural laws as they apply to motion, forces, and energy transformations.
10. Explore the origin, evolution, and structure of the universe.
11. Develop an understanding of the environment as a system of interdependent components affected by human activity and natural phenomena.

**English**

**Course Objectives:**

1. Develop sound reading skills (sounds/letters and words).
2. Enhance reading fluency.
3. Read a variety of texts with understating and fluency.
4. Develop skills writing in clear, concise and organized language.
5. Develop public speaking skills for varied audiences.
6. Enhance active thinking and listening skills.
7. Develop ability to evaluate and draw conclusions concerning media and events.
8. Develop persuasive and compare/ contrast writing skills.
9. Develop ability to analyze, interpret, and critique literary elements
10. Determine meaning from contextual clues
11. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
12. Conduct research (locate, observe/gather, analyze, conclude).
13. Understand what you have read/viewed by summarizing, asking questions, and recalling information.
14. Use word processing, correct/appealing sentences, clear and concise standard English, and correct mechanics, word choice, and format.
15. State an opinion or recommendation in a logical, respectful manner justified with facts, research, and examples.

**Social Studies**

**Course Objectives:**

1. Utilize historical thinking, problem solving, and research skills to maximize understanding of civics, history, geography, and economics.
2. Develop an understanding and appreciation for the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
3. Demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.
4. Demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.
5. Acquire an understanding of key economic principles.
6. Understand and use terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.
7. Analyze the impact of supply and demand on market adjustments and prices.
8. Apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.
9. Use maps of physical and human characteristics of the world to answer complex geographical questions.

**Life Skills**

**Course Objectives:**

1. Demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2. Develop skills and strategies that promote personal and financial responsibility related to financial planning, savings investment and charitable giving in the global economy.
3. Apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

**Class Rules:**

1. Be respectful of opinions and thoughts
2. Be respectful of all staff
3. Be punctual
4. Respect each other’s space
5. Respect our classroom
6. Complete all of your work to the best of your ability
7. Be honest and original/ truthful

**Grading: Marking Period**

 50% Major Assessments

 30% Minor Assessments

 15% Course Participation (see rubric)

 05% Benchmark Assessment

**Student Grades**

The grading system for this course is based on the category weights listed in each department’s policy. For this course, those weights are listed below. Each marking period, students will have a minimum of four (4) Major Assessments and eight (8) Minor Assessments (explained below). Homework and classwork are graded as part of Course Participation, which is assessed twice (2x) per marking period using the district rubric.

* Examples of Major Assessments include items that are summative in nature, such as: tests, projects, research papers, prose-constructed response timed writings, formal presentations, reports, Socratic seminars, or any other type of assessment used to capture evidence of learning at the culmination of a unit of study.
* Examples of Minor Assessments include items that are formative in nature, such as: quizzes, reading comprehension checks, response journals, exit tickets, small-scale research activities, reading logs, in class worksheets, or any other type of assessment that is diagnostic in nature and used to guide instruction and provide ongoing feedback to students.
* Note: grades for individual assignments are entered into Genesis for the marking period in which the assignment is collected, and not a subsequent marking period.
* Extra Credit will only be available for assignments that have been approved ahead of time by the teacher and department supervisor.
* In this course, it is expected that students will submit only their best work, and teachers reserve the right not to accept work that is substantially below what a student is capable of producing.
* *Please speak to your teacher about the opportunity for earned Second Chances on certain Major Assessments.*

**Make-up Work:**

Students are allotted two days to make up all missed work per day they have missed of school per class. Additional requests for make-up work and extensions may be made by arrangement between student, parent and the instructor. However, **ATTENDANCE IS THE KEY TO SUCCESS!**

**Attendance Policy**

Regular and prompt class attendance is an essential part of the educational experience. The Barnegat Township School District expects students to be responsible and exercise good judgment regarding attendance and absences. Students accept full responsibility for ensuring that they complete any/all work missed due to absences.

**Course Participation Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **https://lh4.googleusercontent.com/XEeqMhyhDmg3PrS35Uz5b4cs0M4ubBpYQWF2pUUn0pxGN5c-pW71G9Fq217cQRLxGINKTQgr6x49xn4ODgtLmgxQVAMt4l9I4pM7qS_ZaWbv8vYRUlL4BhGhMdo8W4WRtF3nKuzG** | **Academic Social Skills** | **Readiness to Learn / Study Skills** | **Homework** | **Classwork** | **21st Century College and Career Readiness** |
| **Meeting** **Expectations** | **20 points**Student consistently demonstrates high levels of age-appropriate academic social skills by showing initiative and independence in all of the components below: * Self-advocacy
* Persistence ”grit”
* Identifying one’s own needs and communicates needs to others

Student’s classroom behavior is focused, on-task, and serves as a role model for others; the student does not require support from teacher, parents or others. | **20 points**Student* consistently arrives prepared for class and ready to learn;
* demonstrates high levels of organization, motivation, and ownership of his/her learning.

Student consistently produces notes and other materials that demonstrate: effort to learn &  • identification of the curriculum’s main ideas and important supporting details.   | **20 points**Student consistently completes the assigned homework and rarely misses a task, if at all.  Student consistently expends his/her best efforts to complete assigned tasks. Homework consistently reflects high levels of care and  pride in work.  Homework is consistently done in a manner that advances learning.    | **20 points**Student * consistently completes assigned classwork tasks;
* voluntarily and actively participates in classroom activities on a consistent basis;
* consistently remains focused and on task;
* contributes to class discussions in a meaningful way, by actively listening, asking questions, or sustaining discussion;
* consistently demonstrates leadership in collaborative activities.
 | **20 points**Student consistently demonstrates competency in the following NJSLS Career Ready Practices.  CRP1. CRP2. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP11. CRP12.\*A full description of these items is listed at the bottom of the rubric.   |
| **Approaching Expectations** | **15 Points**Student usually demonstrates age-appropriate academic social skills such as persistence or self-advocacy, but may require teacher prompting or direction.  Student’s classroom behavior is generally focused and on-task, but sometimes requires redirection or support from teacher, parents, or others. | **15 Points**Student usually arrives prepared for class and/or demonstrates developing levels of organization, motivation, ownership of learning. Student frequently produces notes and materials that demonstrate effort to learn and identification of mean ideas, but may also require prompting and direction.   | **15 Points**Student frequently completes the assigned homework but occasionally misses tasks, or tasks are completed with inconsistent effort .  Homework usually reflects high levels of care and  pride in work, but not always.  Homework is generally done in a manner that advances learning.   | **15 Points**Student * usually completes assigned classwork tasks and generally produces his/her best work;
* frequently  participates in classroom activities but sometimes requires direction and prompting;
* during class discussions, usually contributes by actively listening, responding, and/or asking questions.
 | **15 Points**Student frequently demonstrates competency in the following NJSLS Career Ready Practices, but may need direction and support.  CRP1. CRP2. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP11. CRP12. |
| **Not****Meeting****Expectations** | **10 Points**Student occasionally demonstrates age-appropriate academic social skills such as persistence or self-advocacy, and/or  often requires teacher prompting or direction.  Student’s classroom behavior is generally unfocused and off-task, and frequently requires redirection or support from the teacher, parents, or others. | **10 Points**Student rarely arrives prepared for class and/or demonstrates limited levels of organization, motivation, ownership of learning. Student seldomly produces notes and materials that demonstrate effort to learn and identification of mean ideas, and often requires prompting and direction.   | **10 Points**Student rarely completes the assigned homework and frequently misses tasks, or tasks are completed with limited effort .  Homework rarely reflects high levels of care and  pride in work.  Homework is generally not done in a manner that advances learning.  | **10 Points**Student * seldomly completes assigned classwork tasks and generally does not produce his/her best work;
* usually does not participate in classroom activities and often requires teacher direction and prompting;
* during class discussions, usually does not contribute by actively listening, responding, and/or asking questions.
 | **10 Points**Student rarely demonstrates competency in the following NJSLS Career Ready Practices, and needs direction and support.  CRP1. CRP2. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP11. CRP12. |
| **\*New Jersey Student Learning Standards for 21st Century Life & Careers / Career Ready Practices**CRP1. Act as a responsible and contributing citizen and employee.CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason.CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.CRP11. Use technology to enhance productivity.CRP12. Work productively in teams while using cultural global competence. |

**Plagiarism, Cheating, and Academic Integrity**

The Barnegat Township School District places a strong emphasis on students’ integrity, and the district will not tolerate instances of academic dishonesty. Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and are subject to consequences described in the Student Handbook and Board Policy #5701.

**Extra Help and Support**

Occasionally, students will require additional help to master the content and skills in this course. If you need additional help, there are a variety of options for you, including:

* Before/after school help sessions with your teacher
* Peer tutoring from NHS / NJHS students
* Free online tutoring with Brainfuse (available from the Barnegat Library website)

As your teacher, I am committed to your success. If you need help, please ask!

**I understand the objectives and the requirements and agree to work to the best of my ability each day to make our classroom a successful learning environment;**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student signature Parent/Guardian signature**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Instructor signature**

**Barnegat Township School District**

**Manual for Assessment & Grading**

**Appendix D: Request to Retest Form (6-12)**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of Assessment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial Score: \_\_\_\_\_\_\_\_**

Please reflect on why you did not meet the standards on this assessment. Why did you struggle with this test?

What could you have done differently to have achieved a different outcome?

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Review the original assessment. What were the specific areas that need improvement?

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Plan to Improve: List the steps you will take to remediation and the proof of completion:

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Completed: YES / NO Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Prior to retesting, you must complete the following steps (all must be turned in):**

❏ Complete this Request to Retest and share it with me

❏ Teacher Approval to retest

❏ Review and correct the original test

❏ Provide additional evidence of studying (signed off above)

❏ Complete all required assignments prior to retake

*Request: I am requesting the opportunity to retake\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

*I have worked hard to improve my understanding of this skill/concept. I understand that my request to retest is at the discretion of the teacher and that I will not be given the same test as before. I also know that ALL work related to the concept/skill, including the remediation, must be completed and turned in BEFORE I have the opportunity to retest.*

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**This section to be completed by the teacher** Circle one: Approved / Denied

If approved, all items included in the remediation plan must be completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

You will be completing your reassessment on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**