

**Jackson Hole Middle School Vision Statement:**  
*JHMS provides students with an innovative and exceptional education that instills integrity and promotes achievement in a diverse world.*

**TCSD #1 Course Expectation Form**

**JACKSON HOLE MIDDLE SCHOOL**

**TEACHER:** Mrs. Alivia Bingham, Ms. Michelle Rooks

**COURSE TITLE:** English Language Learners ~ Reading and Writing

**COURSE STANDARDS/OBJECTIVES:**

1. Students will read for a variety of social and academic purposes and for a variety of audiences.
  - Student
    - Recognizes high frequency words
    - Identifies and uses beginning reading strategies to make text understandable and meaningful
    - Demonstrates comprehension with gestures or with one or two word responses
    - Retells simple stories using drawings, drama, actions and some key words
    - Reads words, phrases, and sentences representing learned vocabulary
    - Follows one-step written directions, reads calendars and schedules
    - Identifies the basic sequence of events and understands prediction in stories and information read aloud by using key words and phrases
    - Uses a variety of reading strategies to make meaning
    - Demonstrates comprehension through summarizing, comparing/contrasting, and distinguishes between main ideas and details
    - Identifies elements of a story, main ideas, details, and sequence of events
    - Demonstrates comprehension of age appropriate materials read aloud and independently through supported writing and illustrations
    - Follows more multi-step written directions
    - Responds to stories and text using simple sentences and phrases
  
2. Students will speak for a variety of social and academic purposes and for a variety of audiences.
  - Student
    - Engages in introductory conversations and simple structured greetings
    - Responds to simple requests and questions nonverbally or with one or two word responses
    - Communicates orally basic personal needs and desires
    - Identifies orally familiar, in-context vocabulary that is supported by visuals
    - Participates in group, oral activities
    - Asks for and give appropriate directions
    - Participates in social conversation and demonstrate interaction skills in a variety of situations
    - Retells stories and narrate events with coherent sequencing
    - Relates personal experiences
    - Uses appropriate oral descriptions of people, events, places, and objects
    - Creates and deliver oral presentations, reports and debates
    - Speaks clearly and comprehensibly using accurate grammatical forms, pronunciation and intonation
  
3. Students will write for a variety of social and academic purposes and for a variety of audiences.
  - ESL student

- Copies/labels names of objects and pictures dealing with social and academic content
- Begins to communicate in writing through picture stories, captions, lists, and letters
- Uses guided strategies such as drawing, using models, maps, graphs, and timelines
- Relates a personal story through drawing, labeling, and writing short phrases and simple sentences
- Writes phrases and simple sentences using common words and short patterns
- Spells frequently used words and some sight words correctly in writing
- Writes simple sentences and short paragraphs relating to social and academic content
- Uses pre-writing strategies
- Communicates in writing through stories and letters
- Communicates in writing through different types of writing, narrative, descriptive, persuasive, research reports, and biographies
- Organizes ideas in paragraphs, chronological order, examples, and comparing/contrasting
- Writes a simple story with a beginning, middle, and end with guidance supported by visuals and models
- Understand and use the writing process with guidance from peers and/or adults
- Uses vocabulary related to key concepts in content areas
- Uses some figurative language (simile, metaphor)
- Uses strategies of note-taking, outlining, and summarizing in content areas
- Plans, revises, drafts and proofreads own writing

Text		
Materials	<u>Inside – Language Literacy and Content</u> Additional novels and text sets	Published by National Geographic and Hampton-Brown
Student Supplies	Pens and pencils, loose leaf paper, 2 spiral notebooks, 2” binder, agenda	

### **COURSE GRADING SPECIFICS:**

	Description	% of total grade
Homework	Homework totaling approximately 1 hr. per week *Reading minutes – 20 minutes per night	20%
Class work (including participation)	Presentations, Papers, Activities to demonstrate learning, Positive classroom discussion, participation, and behavior	50%
Assessments	Announced or unannounced	30%

### **GRADING SCALE:**

A+ (97.5-100%) A (92.5-97%) A- (89.5-92%)  
 B+ (87.5-89%) B (82.5-87%) B- (79.5-82%)  
 C+ (77.5-79%) C (72.5-77%) C- (69.5-72%)  
 D+ (67.5-69%) D (62.5-67%) D- (59.5-62%)  
 F (0-59%)

## CLASSROOM RULES AND EXPECTATIONS:

### Tardy to class

- First occurrence – warning
- Second occurrence – warning and phone call home
- Third occurrence – Pass Room referral

### Late Work

- All missing/ late work – to be made up during lunch or after school
- Chronic missing/late work – detention and/or a call home to parents

### Unprepared for class

- If student has to go to locker for supplies, valuable class time is lost and this will be counted as a tardy.

### Minor Class rules: Class rules will be developed and posted in class.

- First occurrence – warning
- Second occurrence – warning
- Third occurrence – pass room referral and a call home
- Fourth occurrence – office referral and a call home

## **HOMEWORK:**

Reading Minutes: Research says that to improve as readers, students must read! We are requiring 100 minutes of reading each week. Students are asked to read 20 minutes, 5 times a week. This allows for a reading habit to be established. *Remember, first we create habits and then they create us!* Reading minutes are due on Wednesdays. We ask that parents sign verifying the number of minutes read in students' agendas.

**EXTRA CREDIT:** Enrichment opportunities may present themselves throughout the school year.

## **Make Up Procedures:**

Students are responsible for keeping track of and making up missed work. If students are ill, parents may request make-up work on the second day of the illness. Assignments can be picked up in the file holders by our front office. For every day absent, students have one day to make up the work. If students are absent two days, they will have two days to make up the work

If you know you will be absent from school, please bring a note from your parents and turn it into Joyce Sawczuk, our head secretary. She will give you a pre-excused absence form for you to fill out with your assignments. This should be completed at least 2 days prior to your absence. Make sure you are clear about the expectations and due dates of assignments before you leave.

## Tarea para los padres de nuestros estudiantes

Estimados Padres,

Un nuevo año ha llegado y les sugiero que hablen con sus hijos para establecer metas académicas del año escolar. Quiero que su hijo realice las metas que establecen. Esta encuesta nos va a ayudar conocer a su hijo. Favor de devolver esta forma lo más pronto que pueden.

Les agradezco por su tiempo,

Sñrta. Bingham and Rooks

Dirección electrónica:

[mrooks@teton1.k12.wy.us](mailto:mrooks@teton1.k12.wy.us)

[abingham@teton1.k12.wy.us](mailto:abingham@teton1.k12.wy.us)

(307)-733- 4234

Nombre del estudiante: \_\_\_\_\_

Nombres de los padres: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (la relación al estudiante; ejemplo: padre)

Dirección Física: \_\_\_\_\_

PO Box: \_\_\_\_\_

Cuidad: \_\_\_\_\_

¿Cómo puedo comunicarme con ustedes?

Numero telefónico en la casa: \_\_\_\_\_ (cuando se encuentra)

Numero telefónico del trabajo: \_\_\_\_\_ (cuando se encuentra)

Numero telefónico del celular: \_\_\_\_\_

Dirección del correo electrónico: \_\_\_\_\_

### **Encuesta**

Favor de contestar las preguntas en dos oraciones.

¿Qué piensa su hijo de la escuela?

¿Cuáles son las partes de la escuela más fáciles para su hijo?

¿Qué hace su hijo en su tiempo libre afuera de la escuela?

Liste cinco palabras que describen al personaje de su hijo.

¿Qué, si lo es, da preocupación a su hijo?

Tres cosas académicas que quiere ver mejorar.

¿Cuáles son las prácticas académicas de su hijo en la casa?

¿Tiene su hijo problemas personales o físicos?

Otras preocupaciones o preguntas que tiene Usted:

¿Vendría a la clase para enseñar a nosotros un talento que tiene?

¿Cuál día? \_\_\_\_\_ ¿A qué tiempo? \_\_\_\_\_

Favor de poner una palomita al lado de los talentos o intereses que tiene.

- |   |   |
|---|---|
| <input type="checkbox"/> lectura              | <input type="checkbox"/> otro ¿cuál? _____                  |
| <input type="checkbox"/> escribir             | <input type="checkbox"/> salud (ejemplo: medico, enfermera) |
| <input type="checkbox"/> ciencia              | <input type="checkbox"/> idioma ¿cuál? _____                |
| <input type="checkbox"/> matemáticas          | <input type="checkbox"/> reciclar                           |
| <input type="checkbox"/> historia             | <input type="checkbox"/> guarda parque                      |
| <input type="checkbox"/> hacer colares        | <input type="checkbox"/> oficial de los Parques Nacionales  |
| <input type="checkbox"/> cuentos              | <input type="checkbox"/> vivir afuera de los EE.UU.         |
| <input type="checkbox"/> coser                | <input type="checkbox"/> quiere compartir comida/cultura    |
| <input type="checkbox"/> arte                 | <input type="checkbox"/> zoológico                          |
| <input type="checkbox"/> trabajo ¿cuál? _____ |   |
| <input type="checkbox"/> música ¿cuál? _____  |   |

Firma de los Padres: \_\_\_\_\_

\_\_\_\_\_

**Adelantemos como una pareja**