



St. Jane Frances de Chantal Middle School Syllabus 2020-2021

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Zoom Meeting ID: *** Password: ***	Zoom Meeting ID: *** Password: ***	Zoom Meeting ID: *** Password: ***
Google Classroom Code: ***	Google Classroom Code: ***	Google Classroom Code: ***

Welcome class! We look forward to being your teachers this school year. These classes will require hard work, responsibility, flexibility, and a growth-mindset. We have a lot to learn. Please review this syllabus so you are prepared for your class. Let us know if you have any questions.

Regular ZOOM Daily Online Schedule: These are **required** sessions.

Monday-Thursday-

Time	6th Grade	7th Grade	8th Grade
8:30am-9:30am	Science & Social Studies with Ms. Dominguez	ELA & Reading with Ms. Nerkins	Religion & Math with Mrs. Valero
9:30am-9:45am	Stretch Break	Stretch Break	Stretch Break
9:45am-10:45am	ELA & Reading with Ms. Nerkins	Religion & Math with Mrs. Valero	Science & Social Studies with Ms. Dominguez
10:45am-11:05am	Recess	Recess	Recess
11:05am-12:05pm	Religion & Math with Mrs. Valero	Science & Social Studies with Ms. Dominguez	ELA & Reading with Ms. Nerkins
12:05pm-12:35pm	Lunch	Lunch	Lunch
*12:40pm-2:05pm (10 min scheduled MANDATORY check ins)	STUDY HALL/Physical Ed Reserved 1:1 Teacher/Student Meeting with homeroom teacher	STUDY HALL/Physical Ed Reserved 1:1 Teacher/Student Meeting with homeroom teacher	STUDY HALL/Physical Ed Reserved 1:1 Teacher/Student Meeting with homeroom teacher
**2:05pm-2:45pm	Zoom Room Open Universal Access	Zoom Room Open Universal Access	Zoom Room Open Universal Access

*Students will be given a scheduled 10 minute session. It is required that they attend their meeting with their homeroom teacher each week. During this scheduled time, students should be working/reviewing independently on assignments if not in a meeting.

**Monday-Thursday: Each teacher will be available via Zoom for drop in help. This time is reserved for review only. It is not required for students to check in.

Friday-

Time	SJF Middle School
8am-9am	Live Mass Streaming
9:15am-10:15am	Spanish with Mr. Cuevas
10:30am-12pm	Make Up Work and Elective Activities

Daily At-Home Zoom Classroom Procedures

Student Zoom Expectations

- This is a virtual classroom, therefore, appropriate classroom behavior is expected.
- Be visible – show your face the entire class period.
- Keep your microphone muted until you have been called upon.
- Be on time.
- Be in an appropriate space, and sitting up (in your bed is not an appropriate space).
- Dress for success (look your Spartan best).
- Eat before or after the zoom (not during please) - drinks are okay.
- Communicate with your teacher.
- Choose one appropriate background.
- Your Zoom sign in must be your FIRST AND LAST NAME ONLY. You will not be let into the Zoom meeting if we can not tell that it is you. This is for safety and security reasons.
- Please ask the teacher if you need to leave the room for any reason.
- Please keep your frame active (no freeze-frame or video backgrounds).
- Ensure any and all technological devices are charged and ready to go for class.

Zoom Attendance

Parents, more than ever, we need to make sure we are working together to ensure that your student is attending all classes and learning as much as possible. Please help us by making sure your student is up and ready for class each day.

In order to be marked present for each class, the following criteria must be met:

- Students must log on within 5 minutes of the class start time.
 - Faces must be visible (no ceiling fans) at all times when applicable.
 - Students must participate the entire class period.
- This means students respond when called upon – whether it is in a chat or in person. If students are unresponsive or missing from the screen without permission, we will assume they are no longer actively participating in class and therefore will be marked absent.

Parent's Responsibility

If a student is sick or going to be absent for any reason parents must notify the office and the teacher. We know you'll still have doctor's appointments, but just like when they were in school – we

need parent authorization this is happening. Student notes are not accepted. It is also not acceptable to have a friend or classmate let the teacher know you'll be absent.

Excused Absences on Zoom

Students will be given an excused absence if the teacher is informed of the reason prior to the beginning of the class. They may also make up all work missed.

- Emails go home to parents if a student has been marked tardy or absent from any period of the class day.
- If a student is missing repeatedly, Mrs. Giron (principal) will reach out for a parent meeting.
- Students arriving after the 5-minute grace period will be marked tardy.

Removing a Student from Zoom

Teachers have the right to remove students from a zoom class period and not allow them to return if:

- They are not responding to teacher directions (indicating they are no longer present in class).
- Students do not meet the requirements outlined for students (see above).
- They display an inappropriate virtual background.
- They violate any of the St. Jane Frances behavior expectations.

* Removal from a Zoom session will result in a conduct report and follow-up with the parents.

Google Classroom

Technology is increasingly being integrated into classrooms to facilitate communication, collaboration, and classroom management, as well as to prepare students for the 21st century. Google Classroom is a classroom management tool that connects teachers and students, provides a way to manage learning materials and workflow in a classroom, and assists in setting up a blended learning environment. Think of Google Classroom as a way to organize, manage, collect, distribute, communicate, and collaborate with all stakeholders within the classroom

Google Classroom is a workflow management system designed with the goal of saving teachers and students time by organizing assignments and class content in one easy-to-access online space.

We will be utilizing Google Classroom to assign, work on, complete, and turn in assignments.

Daily In-School Classroom Procedures

START OF THE DAY

- Door opens at 7:30am.
- Teacher greets the student. Student greets the teacher.
- Take materials out for 1st period.
- (8th grade) Morning duties. Wait in the breezeway for morning assembly (7:45am). Be sure to leave a walkway in the breezeway.

TRANSITIONING TO/FROM RECESS/LUNCH

- Come in from a switch
- Materials out on table

- If applicable, homework out
 - Settle down and remain standing for prayer: "I will continue, Oh my God, to do all my actions for the love of You."
 - Greet those around you.
 - Wait for teacher instruction.
-
- Stay in your seat until given permission to exit by your teacher or another adult
 - When excused, proceed directly to your assigned door via your designated aisle.
 - When entering and exiting the room, do not touch anything that does not belong to you.
 - Upon exiting the classroom, use the handwashing station outside the door to immediately wash your hands.
 - When lining up outside, line up in your designated row, at least 6 feet apart.
 - As you are excused to enter the classroom, use the handwashing station outside the door to wash your hands.
 - Enter the classroom through your designated door and proceed to your seat. Ensure your belongings are stored fully beneath the desk.
 - Settle down and remain standing for prayer: "I will continue, Oh my God, to do all my actions for the love of You."
 - Be seated quietly and wait for the teachers' instructions.

When eating in the classroom:

- Remain in your assigned seat for the entire recess/lunch period.
- Wait for the teacher or another adult to excuse you to dispose of trash or use the restroom.
- Clean your area thoroughly.

DURING THE CLASS PERIOD

- Raise your hand if you would like the teacher's attention.
- Be productive.
- Remain in your seat unless told otherwise.

END OF CLASS

- Dispose of any trash in your seating area/zone even if you were not the one who created the mess.
- Please remain by your seat until you are dismissed by the teacher.

END OF THE DAY (2:45pm)

- Pack materials up.
- Clean area up.
- Place chair on table.
- Wait patiently for exit prayer (different prayer for each teacher).
- Student in classroom until parent/guardian comes to pick them up from their homeroom unless otherwise stated by a parent/guardian

Raising Your Hand

Raising your hand indicates that you would like my attention. Please hold all questions until ALL instructions have been given out. Once you are working independently or within groups, please feel free to raise your hand at any time as long as questions and/or comments are related directly to the

task at hand. Otherwise, please hold your thoughts and speak to me after class, at the end of the day, or the very next morning.

Sharpening Your Pencil

If your pencil point should break, you should sharpen your pencil with the least amount of disruption possible. Please wait to sharpen your pencil until I have completed teaching my lesson and/or talking to the class as a whole. It would be beneficial to have a pencil sharpener of your own that you can access at any time.

Restroom Policy

- Your presence in class is vital; to maximize class time and eliminate frequent disruptions, you need to use the restroom before or after class. However, I understand that sometimes you just can not wait; you will be given four bathroom passes to use at your discretion through each trimester. Keep them for those times when you really need them.
- You may not leave the class without permission for any reason. You should always get permission before leaving; just ask at an appropriate time during the lesson.

Group Work

During some lessons there will be opportunities to work in pairs/group. Sometimes I will allow students to select their partners, while most of the time I will be assigning students to pairs/groups. I ask that everyone respect one another when working together. Please do not express disappointment or disapproval of other students within the class. In addition, all students are expected to contribute to the activity with no one person taking charge of the entire group, and no students relying on other students to do all the work.

Grade Scale

Academic Skills

E	Exceeds grade-level standard	Exceeds the standards of achievement by demonstrating advanced mastery of the knowledge and skills of the grade level standard.
M	Masters grade-level standard	Meets the standard of achievement by demonstrating mastery of knowledge and skills of the grade level standard.
AM	Approaches grade-level standard	Nearly meets the standard of achievement and may require further development to demonstrate the knowledge and skills of the grade level standard.
N	Does not meet expectations	Has not met the standard of achievement and needs substantial improvement to demonstrate the knowledge and skills of the expected grade level standard.
/	Not assessed at this time	The standard was not addressed this term or the student did not provide sufficient evidence of mastery.

Grading Policy

Each trimester, there will be formal tests, quizzes (announced and unannounced), warm-up activities, class work, projects, and homework assignments. There will also be other types of informal assessments to periodically check for understanding. STAR assessments will also be administered throughout the year, and should never be completed with assistance. Your student will be graded on the standards that are being assessed following the scale above. We are assessing for mastery of standards in order to help the students understand where they are succeeding and where they can grow. Mistakes are expected and encouraged at the beginning in order to achieve mastery.

Grades will be updated at the beginning of each week on SchoolSpeak. If you do not know how to access SchoolSpeak, please call the main office and they can provide you with parent's and student's access information.

Homework

Completing homework is essential to success in any subject. Homework is not a punishment, but a valuable tool to help your student succeed. All assignments should be labeled with the student's first and last name, date, class, and assignment title.

Parents, your child will receive written and/or oral directions for all class work, homework, and tests. Homework listings will be available digitally on students' Google Classroom and SchoolSpeak site.

Preparedness/Required Materials

Students are expected to come to class prepared every day with their homework, workbook, notebook, several sharpened pencils, and pens. Bringing the listed materials, completing all assignments, and a willingness to learn and participation is crucial for success.

Absences

Excessive absences should be avoided. In the event of an absence, the student is required to make up class and homework assignments. Any student that is absent should check with me immediately upon their return to school. Please, avoid using class time as the moment to check with me. **Make up work will only be granted with a parent/guardian signed written excuse note.**

Behavior Expectations

- Do things that will not prevent me from teaching, nor you or others from learning.
- Respect yourself, others, and your school.
- Be responsible.
- Listen.

* Violations of the above behavior expectations will result in one or more of the following consequences:

- Warning
- Reflection
- Parent Contact (note, phone call, or email)
- Parent/Principal Meeting

Consequences will be given out on an individualized basis according to the violation that has occurred, the severity of the violation, and how often the violation has been a problem within the classroom.

WORK HABITS (Pays Attention, Follows oral directions, Follow written directions, Stays on Task, Works neatly, Completes classwork on time, Participates in class, Brings materials in class, On time from recess/lunch)

BEHAVIOR (Respects rights of others, Respects property of others, Respects opinion of others, Respects authority, Shows courtesy, Cooperates with others, Accepts responsibility, Follows school rules, Follows classroom rules, Follows playground rules, Follows dress code, Responds to correction)

Work Habits/Behavior:

✓	Meets Expectations
X	Doesn't Meet Expectations

PLAGIARISM POLICY

Plagiarism is defined as "using another person's thoughts and accomplishments without proper acknowledgment or documentation. It is an unconscionable offense and a serious breach of the honor code." In keeping with the policy, students will receive a zero for the plagiarized work and will be referred to the office.

COMMUNICATION

The teachers will make every effort to respond as soon as possible to parent and student communications, with the understanding that the teaching day sometimes precludes immediate responses. We will respond to emails and phone calls within 24 hours of having received them. Communication will not be carried out outside of school hours, 7:45am-3:30pm. Email is the preferred mode of communication. We ask that parents regularly check their emails, as this is our most frequent mode of communication with you. Checking your email and Schoolspeak AT LEAST once a week minimizes breakdowns in communication.

Class Objectives

RELIGION- (CHURCH STRUCTURE & HISTORY, CREED, SACRAMENTS, LITURGY, MORALITY, PRAYER)

6th	7th	8th
<ul style="list-style-type: none"> ● Early Church history, including the work of the Apostles (Acts of the Apostles), the establishment of religious tolerance, and the clarification of Church doctrine and dogma by responses to challenges and heresies. In particular, it explains the lasting significance of specific ecumenical councils. ● outlining our belief in the Holy Spirit and the Church ● Sacraments of service: Matrimony and Holy Orders. In addition to providing greater detail about the Sacraments, it outlines how the special graces of each Sacrament help us to live a life of faith. ● explains the connection between the liturgy of Heaven and the liturgy on earth. ● connects morality to the role of society. It details the responsibility of political authority to promote the common good and foster social justice. ● address the 3 main expressions of prayer: vocal prayer, meditation, and contemplative prayer. They outline the difficulties that we commonly experience when praying as well as guides that can support and deepen our prayer life. ● Explain the purpose of and actively pray the following prayers 	<ul style="list-style-type: none"> ● Continues to provide an overview of Church history by addressing the Dark Ages through the Counter/Catholic Reformation. It describes how the Church experienced division, refinement, and renewal. Continuing with the format from 6th grade, the 7th grade standards articulate the lasting significance of specific ecumenical councils. ● outlining our beliefs regarding forgiveness of sins, resurrection from the dead, and life everlasting ● connects the 7 Sacraments to Scripture. Students are asked to articulate the significance of specific Scripture passages in relation to each Sacrament. ● describes the presence of the Trinity in liturgy. ● support moral formation by addressing moral issues that face our society today. This is done through a deeper analysis of the Ten Commandments and their implications for our lives and society. Seventh (7th) grade begins by placing the Ten Commandments in the context of Jesus' Great Commandment. It then focuses on Commandments 1-4 and 8. ● address the 3 main expressions of prayer: vocal prayer, meditation, and contemplative prayer. They outline the difficulties that we commonly experience when praying as well as guides that can support and deepen our prayer life. ● Explain the purpose of and actively pray the following prayers 	<ul style="list-style-type: none"> ● Continues to provide an overview of Church history by addressing the modern Church. It focuses primarily on the impact of the Second Vatican Council for our Church today. ● understand the role of faith in our beliefs. ● revisits Matrimony and Confirmation with a lens more appropriate to an adolescent. In addition to emphasizing the 3 characteristics of a Catholic marriage (unity, indissolubility, and openness to fertility), it guides students to begin their Sacramental preparation for Confirmation. ● connects liturgy to culture, emphasizing the importance of diversity of liturgical tradition while maintaining unity with the Church. ● concludes this analysis by looking at the implications for our lives of Commandments 5-7 and 9-10. ● address the 3 main expressions of prayer: vocal prayer, meditation, and contemplative prayer. They outline the difficulties that we commonly experience when praying as well as guides that can support and deepen our prayer life. ● Explain the purpose of and actively pray the following prayers

MATH

6th	7th	8th
<ul style="list-style-type: none">• Understand ratio concepts and use ratio reasoning to solve problems.• Apply and extend previous understandings of multiplication and division to divide fractions by fractions.• Compute fluently with multi-digit numbers and find common factors and multiples.• Apply and extend previous understandings of numbers to the system of rational numbers.• Apply and extend previous understandings of arithmetic to algebraic expressions.• Reason about and solve one-variable equations and inequalities.• Represent and analyze quantitative relationships between dependent and independent variables.• Solve real-world and mathematical problems involving area, surface area, and volume.• Develop understanding of statistical variability.• Summarize and describe distributions.	<ul style="list-style-type: none">• Analyze proportional relationships and use them to solve real-world and mathematical problems.• Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.• Use properties of operations to generate equivalent expressions.• Solve real-life and mathematical problems using numerical and algebraic expressions and equations.• Draw, construct and describe geometrical figures and describe the relationships between them.• Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.• Use random sampling to draw inferences about a population.• Draw informal comparative inferences about two populations.• Investigate chance processes and develop, use, and evaluate probability models.	<ul style="list-style-type: none">• Know that there are numbers that are not rational, and approximate them by rational numbers.• Work with radicals and integer exponents.• Understand the connection between proportional relationships, lines, and linear equations.• Analyze and solve linear equations and pairs of simultaneous linear equations.• Define, evaluate, and compare functions.• Use functions to model relationships between quantities.• Understand congruence and similarity using physical models, transparencies, or geometry software.• Understand and apply the Pythagorean Theorem.• Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.• Investigate patterns of association in bivariate data.

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them.
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others.
- 4) Model with mathematics.
- 5) Use appropriate tools strategically.
- 6) Attend to precision.
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning

ENGLISH LANGUAGE ARTS

English Language Arts is evaluated through four sets of Common Core Standards: Reading, Writing, Language, and Speaking/Listening. Throughout the year, the curriculum will be broken down to address each of these standards directly and spiral back for regular review and practice. Students will be evaluated on their level of mastery of standards within these categories at the end of the unit, rather than the challenges that they face while practicing. Below is a list of the novels covered in the class. Novels one through three will be covered, and novel four will be covered if time permits.

Unit	6th Grade	7th Grade	8th Grade
1	<i>A Wrinkle In Time</i> by Madeleine L'Engle	<i>The True Confessions of Charlotte Doyle</i> by Avi	<i>The Adventures of Tom Sawyer</i> by Mark Twain
2	<i>Esperanza Rising</i> by Pam Muñoz Ryan	<i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor	Hatchet by Gary Paulsen
3	<i>The Egypt Game</i> by Zilpha Keatley Snyder	<i>The Giver</i> by Lois Lowry	Shakespeare
4	<i>The Cay</i> by Theodore Taylor	<i>The Hobbit</i> by J.R.R. Tolkien	

AR Trimester Reading Requirements

Each trimester, you will earn a grade for your AR points. Below are the AR requirements:

How is AR Graded?

AR is part of the reading grade for grades 6 – 8. The expectations for AR depend on grade level. To meet these expectations, students must read at least 20 minutes a day as part of their homework and use time provided during reading class to read AR books. Quizzes may not be taken on books that have been previously read and must fall within the students reading level. All quizzes must be taken during the designated class time on archla.org/star

Each grade level has its own **AR point requirement for each trimester**, shown in the table below:

6th Grade	7th Grade	8th Grade
M = 35 points +	M = 40 points +	M = 45 points +
AM = 20 to 34 points	AM = 25 to 39 points	AM = 30 to 44 points
N = 5 to 19 points	N = 10 to 24 points	N = 15 to 29 points

All grades require a comprehension score of 85% or higher

Science

6th: Earth and Space Science	7th: Life Science	8th: Physical Science
<ul style="list-style-type: none"> • Earth's Place in the Solar System • Atmosphere: Flows of Energy • Atmosphere/Hydrosphere: Cycles of Matter • Geosphere: External Processes • Geosphere: Internal Processes 	<ul style="list-style-type: none"> • Interdependent Ecosystems • Photosynthesis and Respiration • Cells and Body Systems • Evidence of Evolution • Inheritance and Genetics • Natural Selection • Ecosystem Interactions 	<ul style="list-style-type: none"> • Energy of Motion • Gravity, Energy related to position • Electric and Magnetic Interactions and Energy • Waves Transmitting Energy and Information • Thermal Energy and Heat Flow • Chemical Energy and Reactions

Social Studies

6th	7th	8th
<ul style="list-style-type: none"> • Describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution. • Analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. • Analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews. • Analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. • Analyze the geographic, political, economic, religious, and social structures of the early civilizations of India. • Analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. • Analyze the geographic, political, economic, religious, and social structures during the development of Rome. 	<ul style="list-style-type: none"> • Analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. • Analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages. • Analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages. • Analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa. • Analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan. • Analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. • Compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations. • Analyze the origins, accomplishments, and geographic diffusion of the Renaissance. • Analyze the historical developments of the Reformation. • Analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. • Analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason). 	<ul style="list-style-type: none"> • Understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. • Analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. • Understand the foundation of the American political system and the ways in which citizens participate in it. • Analyze the aspirations and ideals of the people of the new nation. • Analyze U.S. foreign policy in the early Republic. • Analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast. • Analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced. • Analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced. • Analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. • Analyze the multiple causes, key events, and complex consequences of the Civil War. • Analyze the character and lasting consequences of Reconstruction. • Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

Students and Parents/Guardians,

Please fill out the information requested below and sign, indicating that you have read and are aware of the policies of the St. Jane Frances de Chantal Middle School. Please return this form to your homeroom teacher. Please detach this form and return it to me. Please keep the remainder of the syllabus for your records.

Student

I, _____, have read and understand all the information. (Print full name please)

Student Signature

Date

Parent/Guardian

I, _____, have read and understand all the information.
(Print full name please)

Parent Signature

Date

I'm looking forward to communicating with you by email, please provide your email address below.
Thank you.

Email address: _____

AFTER SCHOOL PERMISSION FORM

Throughout the year, we will stay after school with students for extra help or make up assignments. Parental permission is always required for students to stay after school. It is the students' responsibility to inform their parents that they are staying after school. It is important to understand that students must be picked up by 3:30pm by an approved parent/guardian.

By signing this form, you are granting your child the permission to stay after school with Ms. Dominguez, Ms. Nerkins and Mrs. Valero. If you have any questions or concerns please let us know. Thank you.

Please check one and then sign below. Return the portion below as soon as possible.

Student's Name: _____

_____ My child has my permission to stay after school with Ms. Dominguez, Ms. Nerkins, and Mrs. Valero. I am aware that it is my child's responsibility to inform me that they will be staying after school.

_____ My child does NOT have my permission to stay after school. If they are REQUIRED to stay after school, I require contact from Ms. Dominguez, Ms. Nerkins, and Mrs. Valero.

Printed Full Name: _____

Signature: _____

Phone Number (prior to 3 p.m.) _____

Phone Number (after 3 p.m.) _____

PG Movie Permission Slip

At times throughout the school year we will be using movies in class to supplement lessons. These movies have the possibility of having a rating of G or PG (parental guidance). Archdiocese regulations require teachers to have parental permission to show any movies rated over G in class. By signing this permission slip you are allowing your child to watch a PG rated movie in class. If you have any questions please feel free to contact us.

Thank You,

Ms. S. Dominguez

Ms. B. Nerkins

Mrs. L. Valero

Please check one:

I give my child permission to watch PG rated movies in class.

I do **NOT** give my child permission to watch PG rated movies in class.

Student Name

Grade

Parent signature

Date

St. Jane Frances de Chantal Middle School

Classroom Technology Use Contract

Please, read and understand each pledge.

Student's pledge for using technology in the classroom:

1. I will use all classroom devices carefully and respectfully to avoid damaging them. If a device is damaged when I receive it or becomes damaged while I am using it, I will notify the teacher immediately.
2. I will not change the settings on any classroom devices.
3. I will not use classroom devices to play games, surf, Tweet, text, or use applications other than those designated for a specific educational purpose by the teacher.
4. If I bring my own device, I will be completely responsible for it. I will not use it to play games, surf, Tweet, text, or use applications other than those designated for a specific educational purpose by the teacher.
5. I will abide by all St. Jane Frances de Chantal "Acceptable (Technology) Use Agreement" rules.

Furthermore, I understand that to have technology rights, I have to be responsible in my actions as well.

1. I will remember that not all people have access to or utilize technology in the same way. I will treat all of my classmates respectfully and kindly no matter what their options and access to technology are.
2. I will tell my teacher if I come across any information online that makes me feel uncomfortable.
3. I will not respond to any messages that are mean or make me feel uncomfortable. If I receive any messages like that, I will tell my teacher right away.
4. I will not share or publish my last name, address, telephone number, or other identifying information online.
5. I will treat others the way that I wish to be treated when using technology. I will keep in mind that my technology use affects others.
6. I will be a responsible online citizen and not do anything that hurts other people or is against the law.
7. I understand that using technology in the classroom is a privilege that may be revoked.

Contract adapted from the brochure "Child Safety on the Information Highway" by Lawrence J. Magid

I have read and understand all the information. I will follow the practice of being a responsible digital citizen.

Student signature

Date

Parent signature

Date