

Kilo Middle School

MR. SCOTT
SCHUMAIER

2009 — 2010

SEPTEMBER 3, 2009

SPECIAL POINTS OF INTEREST:

- Be Safe
- Be Kind
- Be Productive

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Mr. Schumaier

It is that time of year again. Vacations come to an end, the weather starts to change, and students head back to the classroom. It is important for students to come ready to learn and excited about the possibilities that a new year brings.

Before students can be expected to open up and become a productive member of the classroom they need to know a little about the person who will be guiding their education.

This school year marks my fifth year teaching, third at Kilo. Over the summer I completed my Master of Education in Technology, Curriculum, and Instruction from City University along with my Professional Certificate to advance my teaching credentials.

Planners

Kilo Middle School has provided student planners/agenda books to help ensure organizational success, and to provide a communication tool between school and home. **Students are expected to keep their planner in their backpack at all times.** The planners will be used to help student's keep track of assignments and activities. At

Prior to teaching at Kilo, I taught two years at Truman High School in Federal Way., I also received my Bachelor degree in History/Social Studies from Central Washington University.

I am an avid student of history and love to study it. Other interests include sports, camping, and spending time with my wife.

While brief, I hope this information helps you to know some information about me. I look forward to teaching Science and United States History this year and hope to see every student grow in their path to becoming productive adults who will contribute to our society.

In order to ensure a successful year I believe open communication must be established. With this in mind, please read the enclosed syllabus

detailing classroom procedures, policies and expectations, sign the back page, and return it with your student by Wednesday September 9. This syllabus will be kept in your child's binder and should be referred to as needed.

If you have any questions, comments or concerns feel free to phone, send a note or e-mail me.

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Web Page:

<http://schools.fwps.org/kilo/teachers/sschumaier/home.html>



necessary, it is possible to have a daily communication between home and school. If a planner is lost another must be purchased. Planners are a great way to ensure overall student success.

the beginning of each class, assignments and reminders are reviewed and recorded under the appropriate subject heading. Please check your child's planner to help ensure completion of assignments. As well as helping students keep on top of assignments, planners also provide a great tool for parent/teacher communication. If



“Always bear in mind that your own resolution to succeed is more important than any other one thing.”
-Abraham Lincoln

Expectations

A safe, structured, and positive learning environment is every student’s right. I believe students need guidelines to understand the behaviors that will greatly increase their opportunity to be

successful. I have three core expectations of my students.

1. Be Safe
2. Be Kind
3. Be Productive

If students follow these three expectations, they will set themselves up for success. They will also have a positive impact on the community of Mr. Schumaier’s Classroom.

Attendance

Students with poor attendance are rarely successful in school. Even missing a couple of days or periods can have serious results. We understand that due to illness or emergencies, some absences cannot be avoided. Children do get sick, and every effort will be made to ensure that their grades will not suffer. When a student is absent, they can definitely make up the assignments they missed (if the absent is excused). They will have the same number of days to

complete an assignment as those who present. So, if a student misses one day of class and the assignment was originally due on a Wednesday, the student who was absent will need to turn the assignment in on Thursday. However, the problem is that the absent student likely missed the instruction and/or class discussion that took place to be able to complete the assignment accurately. With this in mind, please make appointments and schedule

vacations outside of school hours.

When a student is absent it is their responsibility to find out what they missed. This can be accomplished by:

1. Checking the master Interactive Notebook for the previous day’s assignments.
2. Asking a neighbor or friend what they missed when appropriate
3. Ask the teacher for instructions only after

Homework

If your child says that he or she does not have homework, they are mistaken. I plan to ensure that students do not become overwhelmed with homework and that they can complete the majority of their assignments in class.

Usually, daily homework will consist of reading, studying for tests, project work, and/or finishing or reviewing Cornell notes or their note packet. Please check planner for assignment details and due

dates. Another resource is to check my website for updated homework and assignment information.

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Late work/missing homework is not acceptable. If students do not complete homework, not only will they not be learning/practicing the relevant skill, they will also be unprepared for the next day’s class. If an emergency does

arise we can accomplish an agreement that will work for both the student and the teacher.

Homework will not count directly against the students grade but if students fail to complete assignments it will show on their next quiz or test. It is expected that homework/assignments be turned in ON TIME.

Grading

Grading of projects and assessments will be directly linked to the on-line standards based report card system. In my classroom I measure student's learning based on what students know and are able to demonstrate toward a specific standard. This means that students will earn a grade for what they know and are able to demonstrate in alignment with the Essential Academic Learning Requirements—the standards. Although traditional grades (ABC's) will continue to be used on report cards, progress

reports, and on the on-line standards based report card system (GO), assessments will often be marked on the BAME scale, which refers to “Exceeding”, “Meeting”, “Approaching” or “Beginning” according to grade level standards. See chart below:

Grading Scale (As seen on Grades On-Line)

Ex = A Me = B Ap = C Be+ = C- Be/Be- = F

IF YOU SEE A 1 IN THE GRADEBOOK, THIS MEANS YOU HAVE NOT COMPLETED THIS ASSIGNMENT AND IT IS MISSING.

With standards based grading, if the student attempted and put effort into an assignment the lowest grade that will show up is a 60% because the grading is similar to a 4 point scale. **When you see an assignment where a score is 69% or less a retake SHOULD be rescheduled because this demonstrates a limited understanding of the content.**

“Try not to become a man of success but rather try to become a man of value.”

- Albert Einstein

United States History

While the United States of America is a young country, it has a very rich history. In this course, students will cover an expanse of roughly three hundred years. The focus of the class will be from Colonization of America through Reconstruction.

Through this course I hope students will learn much more than dates and people. These things will

easily be forgotten if not given any meaning. I hope to see students make the connection that the History of America is the history of everyone living here.

Students will experience history throughout this year. Not simply through reading but also through video, audio, projects, group work, etc. I hope students will learn to love history in this form.

Students are expected to have an interactive notebook (college ruled spiral notebook), which will be used everyday and will hold all of the students daily work. Any homework will be separate from the interactive notebooks.

Science

This course will consist of a blending of life, earth, and physical sciences. Science is a hands-on discipline that requires students to observe, classify, infer, predict, and communicate. Course activities and assignments will present the above-mentioned processes and require students to understand big ideas while relating them to real-world applications. A major emphasis will be on developing

skills necessary for scientific inquiry and literacy.

Major units will include *Astronomy, Chemical Interactions, Weather and Climate, Electricity & Magnetism, and Human Biology & Health.*, Prior to these students will also have a *Science Skills* unit, which includes instruction in observing, inferring, predicting, classifying, graphing, measuring, making models, communication, scientific method, microscope usage, and laboratory safety.

Students are expected to have an interactive notebook (college ruled spiral notebook), which will be used everyday and will hold all of the students daily work. Any homework will be separate from the interactive notebooks.



Procedures

1. Students come in, get out their interactive notebook and answer the IN question (top left-hand side of notebook). When the bell rings, students have 5 minutes to finish the IN. If they finish prior to the five minutes ending, they raise their hands, and I check that they completely finished the IN. **If students are not in their seats quietly working by the bell they will be considered tardy.**
2. Students write in the objective and homework in their agenda notebook. These should be checked frequently by a parent/guardian.
3. We have 3 minutes of "Celebrations" wherein anyone can share events or news that

has occurred recently. Students raise their hands and we will share one at a time.

4. Go over the IN.
5. Class activities (always done on the right hand side of the page across from the IN. If the class activities take up more than one page, the students will glue in a piece of loose-leaf paper).
6. OUT (always done on the bottom left-hand side of the page under the warm-up).
7. Prior to students leaving, all material must be returned to its proper place, chairs pushed in, floor clean, and students standing silently behind their chair.

Classroom Consequences

1. Warning
2. Change of Seat
3. Think Time (Removal from class—form **MUST** be signed by parents)
4. Teacher assigned detention.
5. Referral to administration.

Web Page

I have created a web page for student and parent use. The page contains newsletters, links, assignments, and a summary of the activities for the week. I will work to keep the web page updated and will post STUDYCAST for students to use to study for all test. I will also post PDFs of any PowerPoint so students can reference what we have studied.

Parents, check this frequently to see what your

child is learning and/or should be completing at home. Please give me any feedback or suggestions as it arises so I can continue to improve the page.

PLEASE GIVE ME ABOUT ONE WEEK TO GET THE PAGE UP AND RUNNING.

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Kilo Middle School

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Federal Way Public Schools
Every Student, a Reader



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To demonstrate that each student has shared this syllabus with their parents I ask for you to do one of two things:

- 1) E-Mail me at sschumai@fwps.org with the following information:
 - Parent/Guardian Names
 - Best phone numbers to reach you at
 - Any information about your child you would like to share with me.

By emailing me or providing your email, you will receive newsletter updates, alerts about upcoming assignments or quizzes, and other pertinent information to help you child better succeed in my class.

- 2) Complete the form below, sign, and return.

Student Signature _____

Parent Name

Parent Name

Primary Phone Number

Primary Phone Number

Alternative Phone Number

Alternative Phone Number

Email Address

Email Address

Parent/Guardian Signature

Parent/Guardian Signature

Any other information you would like us to know.

