



7th and 8th grade Life English

2023-
2024

Ms. Stotts

COMMUNICATION

with the teacher



- ➔ janice.Stotts@cdhl.wa.gov
- ➔ 360-553-4061 video phone
- ➔ Best time to reach me:
1:00-2:00 pm or after 3:00 pm.
- ➔ Room 302, Divine High School

Daily Class Schedule
Periods 3 and 4.
(Time varies by day)



Know your

Sign Drawings.
Practicing and memorizing your sign drawings will help you learn English and ASL together.

Be PREPARED

Be sure to finish your language Notebooks and assignments

These will help you learn the skills you need.

Fix your mistakes.

Review and correct any work below 70%.
Turn in your work a second time for a better grade at any time.

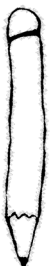
Use your work tools

Notebooks, pencils, erasers high lighters and color pencils with sharpeners, glue and scissors.

Course Description

This course is designed for students in the 7th and 8th grade middle school program. The students will focus on Bilingual Language Arts (BLA); reading, writing and ASL. The class will include learning the structures and grammar of both languages. Instruction focuses on themes of independence, self-determination, functional and applicable skills such as calendar and school events and basic content knowledge in all subject areas to set the foundation for language use in academic classes.

SKILLS CHECKLIST



Use visual information such as pictures, line drawings to support ASL and English.

Use language to make requests, choices, ask for help, express like/don't like, make friends and learn in a group.

Learn and follow class and learning routines, school schedules.

GRADES

70%



Class Work

30%



Participation

Understand past, present and future.

Correct simple grammar and punctuation mistakes.

Use learning supports to write a simple sentence, an information and persuasive paragraph.





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| WSD/Ms. Stotts' Modified Grade Marks-For IEP based grading accommodations students | | | | |
|--|--------------------------------------|----------------|---|---|
| Scale Value (Report Card Scores) | Letter Grade (Report Card Scores) | Percent Ranges | Grade description | Independent Performance Level Scale I = Independent (80%-100% scores) PI=Partial Independence (60%-79% Independent/40-20% dependent-guided) D=Dependent (70-100% dependent-guided) |
| 4.0 | A | 100- 93 | Exceeds Expectations/Independent | Independent |
| 3.7 | A- | 92.9 - 90 | | Independent |
| 3.3 | B+ | 89.9 - 87 | | Independent |
| 3.0 | B | 86.9 - 83 | Meets Expectations | Independent |
| 2.7 | B- | 82.9-80 | | Independent |
| 2.3 | C+ | 79.9-77 | | Partial Independence |
| 2.0 | C | 76.9-73 | Approaching Expectations | Partial Independence |
| 1.7 | C- | 72.9-70 | | Partial Independence |
| 1.3 | D+ | 69.9-67 | | Partial Independence |
| 1.0 | D | 66.9-1 | Does not meet expectations. Working toward increased ability to meet expectations | Dependent-guided |
| 0 | F | 0 | No evidence | No participation, submission of work despite intervention. |

Materials

| | |
|---|---|
| Instructional Materials | Online-Learning Management System: Google Classroom |
| Daily Oral Language | Learnhowtosign.com |
| EdMark Sight Words | A variety of online teacher worksheet subscriptions <ul style="list-style-type: none">Edhelper.comEnchanted learning.comIslcollective.com |
| IXL.com | |
| Subject area units from Teacherspayteachers.com | |

