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GRACE
HOMESCHOOL
COOPERATIVE

TEACHER'S
HANDBOOK
2013-2014

This Teacher's Handbook is dedicated to the
mothers, fathers, sisters, brothers, grandparents
and community members who have taught at
GRACE Co-op since it was formed.

Your diligence, love and service have been an incredible blessing.
You taught each of us how to teach and lead students
and paved the way for many teachers to come.
Thank you for inspiring the families of GRACE!

Special thanks go to
Tina Rice
for her input on the content of this handbook.
Her classes have always been
student and parent favorites at GRACE!
She provided hours of wisdom on what
should be included in this handbook
and many of the forms in the appendix are from her files.

Thanks also to
Shannon Williams and Laurie Grant
for their syllabus contributions
and their many years of teaching and
setting examples for others to follow.

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Introduction

Important considerations when deciding whether or not to teach a class:

Do I have time for planning this class?

Do I have the time for grading whatever homework I assign?

Am I committed to attending co-op every week, barring illness or emergency?

We are so grateful for the teachers God has brought across our path over the years and we are so grateful for YOU!

This handbook is designed to make your job easier. We hope you will find the information helpful and if you find we've left out the questions you are pondering, please don't hesitate to let us know. We are here to help you.

Where do I begin?

Pray!

Begin praying for your class...for God's leading, for your students and for wisdom as you prepare.

Choose a curriculum.

Talk to the Class Coordinator for your grade and see if they have any input for you from previous years or if they have an idea of what parents are looking for this year.

If using a premade curriculum or textbook, acquire the materials. You may inquire with your Class Coordinator or Director as to whether there is a copy of what you need in the co-op resources. We often have High School Science Teacher's Manuals available. You may also see if anyone in the group has the material for you to borrow for the year. If you cannot acquire the material through one of these channels, please talk to the Director and see if there is money available to help purchase the material needed. The cost of a Teacher's Manual is not usually included in the class fees requested from each family (more on that later), so co-op generally helps to purchase if needed and the material then belongs to co-op to keep for future use after your teaching year is completed.

If you are writing your own curriculum, begin putting it together in outline form so you may build on it as you go. Having an outline format will help you create your syllabus, which is needed prior to the beginning of the school year.

Syllabuses or Syllabi?

Because we will refer to them often, we thought we should go ahead and get it out in the open. Which is the proper form of the plural word for syllabus? Well, according to the Miriam-Webster online dictionary, either one is acceptable! So, we are going to use syllabuses. We hope that is acceptable to you. If not, you can scratch it out on your copy and write syllabi! Now, on to more serious matters... 😊

Do you need more help?

If after reading the information in this handbook, you feel the need for more help, please know there are Teachers willing to help you come up with a syllabus, setup your email group, or whatever! Please do not hesitate to ask the Director or your Class Coordinator and they will refer you to someone who will help you. Don't struggle in silence, okay?

Put together a Course Description.

This information will be requested by and sent to the Office Administrator at the appropriate time prior to registration. Included in this information will be:

- Course Title
- Teacher's Name and Contact Info
- Supplies required, including curriculum needed (it is helpful to include where this can be purchased.)
- Class Fee, if any (see section on Class Finances below)
- Brief Description of class, including listing the subject the class counts towards, if any. For example, Chemistry would be a student's science curriculum for the year.
- Expectations of student outside of class (see section below on Expectations)

See Appendix for Examples of Course Descriptions

Expectations

Decide on your expectations. Think carefully about your expectations and requirements for your classes. How much homework will the students be doing? How much studying? Research? Practice? You will need to have a fairly close estimate of the amount of time required for these things as you will convey this in your Course Description that you will turn in before co-op begins registration. It is important to express in depth in writing what you expect from students in your class.

Class Finances

Years ago, GRACE Co-op tried the approach of allowing teachers to charge for their services in the form of music classes teaching various instruments. It did not go well for several reasons. In one class, the teacher started out with a nice tidy class of children and as the year went on, the class dwindled to one student...leaving the teacher with a commute and very little money to show for it. We also saw resentment as those who were freely offering their expertise and services saw others being paid for their skills. From these experiences, we made the decision to only use teachers who volunteered their time and we provide no financial compensation for their services. It has worked well and we have been very satisfied with the passionate, high quality teachers who have come our way and offered their teaching.

While we do not offer teachers compensation for their services, we do allow teachers to charge a class fee **ONLY** for the purpose of covering the cost of copies, lab specimens, art supplies or other consumable items for the class. This fee is not to be used to pay yourself “wages” or “instructor” fees (see above). You can estimate this fee and if you have leftover at the end of the year then you can use it to have a class party or return the unused funds to the general budget of co-op. Alternately, if you underestimate and run short, we don’t expect you to use your own money to cover fees. If you need more funds, please see the Director and ask for help with your class money.

Plan your syllabus

Beginning with the 2013-2014 school year, you are **REQUIRED** to prepare a syllabus prior to the beginning of each semester. We have included several sample syllabuses in the Appendix in the back of this handbook. Do not feel like yours is “wrong” if it is different from those shown. Do what works best for you and what is easy for the students to understand.

You should ideally have two syllabuses – one for yourself with details of what you intend to teach each week and what you will require of the students, and one for the students/parents with a simple format showing weekly requirements of “What is due” that week and “What is homework” that week. As you do this, you will see that “What is homework” carries over the next week into “What is due”. Those teaching Middle School and High School should particularly have a good syllabus for your students to keep in their notebooks for reference. The younger grades may not need one for the students, but you may find it helpful to keep the students on track.

If you are using a textbook for your class and you decide not to follow the sequence of the textbook (doing chapters in order), then please inform parents and students of your reasoning for that choice. It will save much confusion!

Apologia Science Teachers – www.donnayoung.org is a wonderful resource for planning your syllabus. She has several to choose from and you may find them helpful.

On or before the first day of each semester, you will turn in a copy of both your Teacher and Student Syllabuses (if you have both, but you must have at least ONE of them) for the Administration to keep in your class folder in the office in case of your absence.

See Appendix for Examples of Teacher and Student Syllabuses

TEACHER TIP FROM TINA:

Preplanning is so important! If teachers will spend a couple of weeks in the summer planning out the entire year, they will be SO much happier in October!

Class Folder

Once you have your syllabus prepared and your plans ready for the year, you will need to prepare a backup folder for your class. The Co-op will provide you with two file folders and you will need to organize two “backup plans” for your class. These will go in your Class Folder in a filing area in the Admin Office at Co-op to be used in case you have an emergency absence. The folder will also include your syllabus as discussed in the “Plan Your Syllabus” section.

Your backup folders will contain items such as worksheets, DVDs, games, etc. that can be utilized for your class in your absence, but will at least enable us to keep your students occupied in the subject matter while you are away. If you have questions about this, please let your Class Coordinator know. These backup plans should be turned in NO LATER than the first day of Co-op.

Should we need to utilize your folders, we will expect you to refill your folder as soon as possible in case of another absence.

Recordkeeping

Decide on a method for recording grades and attendance. Some teachers like to buy a teacher gradebook, some like to use a computer spreadsheet, some like to print out grading resources (donnayoung.org has excellent resources in both styles). You may use whatever method you prefer, but use SOMETHING. Parents are ultimately responsible for giving their child a grade for your class, but most like to have some idea of how their child did in your class. See “Issuing Grades” for more information.

See Appendix for Recordkeeping Examples

Assistants

Co-op Policy is to always have two adults in each class room. This is for your protection as well as the protection of our students. You may inform the Care and Commitment Coordinator if you have a particular person you would like to have as your Assistant, otherwise she will assign someone to your classroom. It is important to let your Assistant know up front what you expect of them in class. Please see the section entitled “Assistant Handbook” for more information about what you might want to ask your Assistant to do. We have provided a handy form to help make your expectations clear to your Assistant.

See Appendix for Assistant Form

Class is in Session!

Rosters

You will be provided with a roster for your class at the beginning of co-op. This roster will include the email addresses and phone numbers of your students, as well as any allergy or medical information you may need. Students are allowed to change classes during the first two weeks of co-op. If you need a revised roster after that time, please contact the Office Administrator.

Classroom Logistics

Co-op makes every effort to manage the logistics of each classroom, assigning classes based on class size, furniture in the room and subject being studied. If your classroom is overcrowded or uncomfortable, please let the Director know and we will do what we can to resolve the situation.

Resources available for your use: chalk, erasers, dry erase boards and markers, staplers, construction paper, 3 hole punch, paper cutter, glue sticks, scissors, crayons, markers, several types of paper, pencils and other items. Generally, office supplies are in the closet and desk in the Admin office and art type supplies are in the closet at the foot of the stairs (by the Teacher's Lounge).

If the temperature in your room is uncomfortable, we have heaters and fans available in the Admin Office closet.

Communication

Email is our primary method of communication at co-op. Email reminders or notes should not be sent to the main co-op group. You will create a "group" in your email program with the addresses off the roster of the students in your class. If you are unsure how to do this, please Google search the directions for setting up a group in your email program. If you are still stuck, please see the Office Administrator and she should be able to help you figure it out.

ANY email sent to a student or group of students should ALWAYS be sent to the parent as well, never just to the student/s. This is for your protection so there is never any question of the content of email sent to children. Younger classes (5th grade and below) should always use parent email for communication.

Middle School and High School teachers – communication is VERY IMPORTANT for these ages. Core/Credit class teachers should send an email out (by Thursday evening) recapping what happened in class on Tuesday and letting them know what is expected for the next week's class. You will find this will help immensely in students knowing and meeting your expectations.

If you are sending an email out to your class with an expectation of homework completion or an item needed for the next Tuesday, the email MUST be sent out by Thursday evening prior to the class. It is unfair to students and parents to send emails with expectations out later than this. Sending by Thursday evening provides ample time for completion of projects or homework before Tuesday.

Homework

Please don't give students "busy work". If you assign something, please respect the student's work enough to review the work in class or grade it at home. Work that is not checked seems pointless to students and parents!

Some teachers assign a large semester or year-long project. We have included examples for planning in the Appendix.

See Appendix for Project Worksheet/Planning Examples

Syllabus Changes

Occasionally, the school year gets shifted around due to snow days or other reasons for Co-op closure. Should this occur, please be flexible! Edit your syllabus with the new dates and send it out via your email group, as well as provide a copy for your backup folder in the office. This will save considerably on student and parent confusion as to adjusting the syllabus to the new dates.

First Day!

It is important to remember that some of the students in your class may have never experienced a classroom setting before. Some may not be familiar with waiting their turn to speak, raising their hand, or other formalities of a classroom. Please be patient with these students, but also make your expectations clear. Laying down the groundwork on the first day of Co-op will set the tone for the rest of the year.

TEACHER TIP FROM TINA:

An easy interpretation of Co-op policy is the “Three Strikes Policy” and I make sure students understand from the beginning that these are the consequences for unpreparedness or misbehavior.

Strike 1: I will talk to the student

Strike 2: If behavior doesn’t improve, I will talk to the student’s parents

Strike 3: If behavior still unchanged, I will speak to the Director

If problem is not resolved then student will be removed from the class

Class Fees

Class Fees are collected at beginning of semester. If you do not receive a student’s class fees in a timely manner, it is appropriate for you to remind the parent of the fees. Sometimes they just forget or think they have already done it. If, after you have reminded them, they still don’t bring payment, you may either approach them to ask if they would like to bring it in payments (in case it is a hardship), or you may ask the Co-op Treasurer (Care and Commitment Coordinator is holding this position) or Director to address the issue if you are uncomfortable doing so. If the payment does seem to be a hardship for the family (perhaps they had an unexpected major expense) then the co-op will consider assisting in the need to cover fees. Again, we do **not** expect you to absorb expenses on your own, so if you come up short for whatever reason, just let us know.

Crowd Control

It is VERY IMPORTANT that teachers who have a class during the first period of the day arrive no later than 8:45 am. This is important because other teachers are arriving who need to place their own children into first period classes and be able to prepare for their own classes ahead of start time. There needs to be a responsible adult to supervise those children. Teachers should arrange for an assistant to be in the class early if they cannot be there.

Teachers are **NOT to let students out earlier than five minutes** before the next class begins. Students let out early are prone to wander the hallway, which is against Co-op policy.

Student Behavior

Expected student behavior is outlined in the Member Handbook. Please be familiar with these policies.

SUGGESTION FROM SHANNON:

If a student repeatedly comes to class unprepared and efforts to speak to the child have not resulted in preparedness, please speak to the parent about the problem. Sometimes the parent has no idea their child is not meeting your expectations.

Evaluating Student Work

This is another area where each teacher chooses the method that works best for them. Some like to let students grade their own work in class as they go over tests or homework. Some create a worksheet or rubric for evaluating work submitted.

See Appendix for Grading Rubric Example

Issuing Grades

Issuing grades for students is ultimately the parent's responsibility. However, most parents do like to have input from teachers as to their student's performance in the class. Please send an evaluation or a grade average to parents at year end, as a minimum, although you may do it more often if you wish. This applies primarily for students in 6-12 grade classes; however, evaluation of younger students could be helpful in forming their success for future years. Year-end grades should be sent no later than two weeks after the last day of Co-op.

TEACHER TIP FROM TINA:

We live in a society that doesn't want to hurt people's feelings, but I think it is important for students to know where they haven't met expectations. You don't need to be mean about it, but you can say something like, "You seemed to struggle on this paper with spelling, so how about we work on spelling more on your next paper?" or "You did fabulous on _____ and don't need to work on that anymore, so let's focus on _____ next time."

It's different for subjects like Science. There is a lot of information that just has to be memorized. So, perhaps if they do terrible with testing, then give them another way to "shine". For instance, our biology teacher was great at this and gave students the opportunity to earn extra credit to make up for the difficulty some students had with testing.

**EVERY STUDENT IS SMART IN THEIR OWN WAY,
YOU JUST NEED TO FIND THE WAY THEY ARE SMART!**

Assistant Handbook

There are basically three levels of Assistants at GRACE Co-op.

Monitor - make sure nothing “happens” in the class, watches

Assistant - works with the Teacher

Co-Teacher – works and teaches with the Teacher

At the beginning of the semester/year, Teachers will advise their Assistant as to the level of assistance they would like. At a minimum, Assistants in each classroom will be expected to help enforce discipline, respect and Co-op policies and encourage attentiveness while Teacher is speaking.

Other areas in which the Teacher may need assistance:

- grading papers
- taking attendance
- making copies
- assist students with projects

Discipline, respect and behavior intervention are all very important as they allow the Teacher to TEACH without having to deal with these issues. Please realize that we EXPECT Assistants to handle these type of problems. If the problem is minor (goofing off, talking to other students, causing a distraction) then the Assistant should be able to deal with it without disturbing the Teacher. If the Assistant cannot get a resolution by themselves, then the Teacher may need to be interrupted to deal with the situation. More major issues (physical aggression, profanity, etc.) may need Teacher intervention, but at the least the Teacher should be made aware of these issues after class in case further action is needed.

For a problem such as non-policy use of an electronic device in class, the Assistant may tell the student to put the device away, but the Teacher should be informed of the infraction immediately following class so the issue can be addressed with the child’s parent.

It is imperative that the Assistant **arrive in class ON TIME**. Assistants are expected to remain in their assigned class unless running an errand for the Teacher and should not ask the Teacher if they can leave the class to go somewhere else, even if it seems there may already be enough help without them in the classroom. Assistants are placed in each class for a reason and should endeavor to fulfill their commitment in that area.

Assistants need to refrain from eating, socializing, using electronic devices or any other distractions during class time. Occasionally, an Assistant may need to step in and teach a class in the Teacher’s absence, so being alert to what is going on in the class each week will help with that.

ASSISTANT TIP FROM TINA:

It is so nice to have an Assistant who is always ready to help when needed. When an Assistant is alert and paying attention to what is going on in class, then I don’t feel like a “nag” when I have to ask for help. They usually see the need and are eager to do their part to keep the class running smoothly. It makes a big difference in the effectiveness of our class and makes me less stressed.

More Bits and Pieces

Absence...YOURS

If you cannot teach on any given day, you should find a substitute and notify the Care and Commitment Coordinator or the Director of who your substitute will be. If you are unable to find a substitute or the absence is last-minute, please let the Care and Commitment Coordinator know as soon as possible so they can find a replacement for you.

Tardiness...YOURS

If you will be late, please call ahead and let the Care and Commitment Coordinator or Director know.

Difficult Situations

Sometimes a situation may arise where you find yourself dealing with a problem with a child of someone in leadership at Co-op or another teacher's child. Please remember that first and foremost, those parents are also members of Co-op. They expect you to tell them if there is a problem with their child, just like any other parent. If you are uncomfortable, you may ask another member of leadership or another teacher to accompany you to discuss the problem with the parent. Just don't ignore it!

Messy!

House of Prayer has asked us to NOT use paint or glue on tables belonging to House of Prayer without covering them with a vinyl or paper covering first. Tables are marked on the side or underside if they belong to GRACE Co-op. Please cover these tables as well.

Paint may ONLY be used if floor is covered with plastic dropcloth. Please take care and cover fabric chairs or wipe up any spills or splatters off of metal chairs immediately! Make sure your students know not to ignore spills or splatters as well (they won't get in trouble for it...we just need to clean it quickly!).

Glitter is not permitted to be used at Co-op, because it is very difficult to remove from carpet and surfaces.

Messy outdoor projects may only be done in the upper parking lot (up the stairs in the rear parking area).

Do not pour out any leftover paint, science experiments, or leftover drink liquids in the parking lots around the church.

Sidewalk chalk may ONLY be used in the upper parking lot.

Teacher's Lounge

Co-op is blessed to have a room for **ALL MEMBERS** to gather for fellowship when not in classes. Members are encouraged to make use of this space and enjoy the fellowship and refreshment. The Leadership is there to serve you and is not "bothered" by requests for prayer, fellowship or counsel, so please feel free to make your needs known. Coffee and Tea are provided.

Additional Resources

Tina Rice – Tina is a former long-time and much loved teacher at GRACE Co-op. She has offered her advice and help to any teacher needing assistance in preparing for their class.

Tina may be contacted at tiedyeforthecure@gmail.com or call or text her cell at 706-455-1152.

Donna Young – www.donnayoung.org – Donna has a wealth of resources on her website. Everything from lined handwriting paper to planner pages and grading resources as well as syllabuses for Apologia and resources for almost every subject matter. Just go check it out! You won't be sorry you did. ☺

Appendix

Assistant Form

HOW CAN YOU HELP ME?

You are assisting me this year in _____

I will need your assistance with:

Enforcing discipline, respect and Co-op Policies

Encouraging attentiveness while I am teaching

_____Assisting the students with projects

_____Grading Papers or Tests

_____Taking Attendance

_____Making Copies

I do not need you to _____

Please let me know if any of these things would be a challenge for you. I may change things up as the year progresses and we see what our class is like, but this is what I foresee for now.

THANK YOU!

Course Description Sample A

Mystery of History – Grade 6-9

Tina Rice, teacher

Required resources:

- 1) Mystery of History Book II
- 2) 3” 3 ring notebook
- 3) Colored pencils: brown, blue, purple, red, gray, pink, black, green, yellow, orange
- 4) Notebook Atlas – this is a REQUIRED resource for each student
- 5) Lined Paper
- 6) Unlined paper
- 7) 45 self sticking divider tabs (something like this: <http://www.amazon.com/Self-Adhesive-Write-On-Length-Yellow-AVE16140/dp/B001B0CO9I>)
- 8) Story of the World book 2

Reading books for 1st semester

In the past I have required a certain number of self chosen books for each student to read per semester. This year we are changing things up and every student will be required to read the following two books for the first semester. They may be available in the library or you may have to purchase them.

The Eagle of the Ninth by Rosemary Sutcliff and *The Trumpet of Krakow* by Eric P. Kelley. Students will have 8 weeks to read *The Eagle of the Ninth*, and 7 weeks to read *The Trumpet of Krakow*. Each book will require a book summary of 2-3 paragraphs.

Class Fees

Class fee for the first semester is \$35 which includes an extensive copy package, divider tabs, handouts, and activity supplies. The cost for the 2nd semester is expected to be \$5, but may be less. If this presents a hardship to your family please contact me for other options.

Time Commitment

This class is a full history course for 6-9th grade students. Students will read from MOH II and STOTW outside of class each week, as well as make lesson notes. There will be other weekly out of class work as indicated on the syllabus. In addition, there will be optional extra credit work. Parents are free to add additional work to the student's syllabus (we can't cover everything in class). I expect students will need to spend 2-3 hours working per week out of class (less for fast readers and more for slow readers.) We will do the timeline and map work in class (which is why EACH student needs a notebook atlas).

Course Description Sample B

Middle School Writing

Tina Rice * Tiedyeforthecure@gmail.com * 706-455-1152 (Verizon and I do text)

This class will provide individualized writing instruction so that every student grows as a writer. Students will experience many different types of writing and will focus on content, organization, style, and conventions (grammar, punctuation, etc.). Over the course of the year students will write about 15 different types of paper. Most papers will consist of just one paragraph. Students will be working on either a rough draft or a final draft each week. In addition to writing, we will work on grammar (and I do include diagramming), parts of speech, and vocabulary. Students will be writing one book report and one event observation during the fall semester. Students who are in my history class can write their book report their first reading book. The observation report will be on an event that the student attends which can include a concert or music event, museum visit, theme park visit, aquarium visit, or live theatrical production.

Students will be required to write at home **EVERY day** (count on 1 hour or more per week, plus about 10 minutes per day of DGP and daily journal type writing). This is a complete writing and grammar class. I need to stress that writing in the journal is required 4 or more DAYS per week – not 4 entries in one day.

Students who complete the assignments WILL improve their writing skills. Those who are not willing to do the assignments need to take a different class. Students **must** have Internet access and a working printer. The internet access is for downloading assignments.

This class is appropriate for beginning to intermediate writing students who are in 6th grade and up.

Required Resources: Each student needs a 3 ring binder, 100+ sheets of lined notebook paper, a set of 4 highlighters (I recommend pink, yellow, blue, and green), several #2 pencils, a blue pen, a composition book (or journaling sized bound book), and a pocket folder.

Class fee: \$12 (for copies, workbook, and general supplies)

Teacher Notes: If your student does not know how to use a keyboard, I would suggest teaching them now. I believe that students will thrive in an atmosphere where they are encouraged to do their best. Students in middle school need to learn to “own” their work. I will not be assigning a grade for this class; assigning grades is a parent’s responsibility but I can give you suggestions. I realize that students today are busy with school, church, family, and sports, and as such won’t always show up to class prepared. If this happens on a consistent basis the student, Co-op Director, parent(s) and I will meet to discuss class options. Habitually being unprepared for class will result in dismissal from class. I expect students to turn in work on time and to do **THEIR** best. As such, not all students will be working at the same level and that is okay!

Email Sample – Beginning of Semester

Mystery of History – Grade 6-8

Tina Rice, teacher

Required resources:

- 1) Mystery of History book I – 1st or 2nd edition
- 2) 3” wide 3 ring notebook
- 3) Colored pencils: brown, blue, purple, red, gray, pink, black, green, yellow, orange
- 4) Page Protectors
- 5) Yellow, green, pink, and blue highlighters
- 6) Notebook World Atlas
- 7) Sticky notes – 1 package, any color
- 8) Divider tab labels – students will need 40 dividers. Sticky Notes sells a package. We will label these in class the first day.
- 9) Project Portfolio will require poster board and marker

Helpful, but not required resources

The Student Bible Atlas by Tim Dowley

History Through the Ages Creation to Christ Timeline Figures

MOH 1 Audio book on CD, read by the author

Tape, scissors, glue stick

Reading books for 1st semester

I expect each student to read a minimum of 3 books each semester from the MOH1 book list. The book list is in the back of MOH1 in the appendix (section C – Supplemental Books and Resources). Parents should look through the list and select the books (I highly recommend Golden Goblet, The Cat of Bubastes, and Mara: Daughter of the Nile.) This works out to be about one book per month. Faster readers would benefit from more than one book a month. A short book summary will be required for each book (a book review planning summary will be included in the handout package. The book summaries are due with the end of semester project portfolio presentation.

Class Fees

Class fee for the first semester is \$20 (\$35 for the year). This will cover all test, quiz, timeline, mapping, and activity copies; in class projects; and miscellaneous teaching supplies. Class fee for the second semester should be \$15. Any money remaining at the end of the year will be refunded.

Time Commitment

This class is a full history course for 6-8th grade students. Students will read from MOH I outside of class each week, as well as make a summary note of the lesson on weekly divider sheets (which will be provided.) There will be other weekly out of class work. In addition, there is optional extra credit work. Extra credit work is assigned and graded by the parent, not by the teacher. Parents are free to add additional work to the student’s syllabus (we can’t cover everything in class). I expect students will need to spend 2-3 hours working per week out of class (less for fast readers and more for slow readers.) We

will do the timeline, quizzes, and map work in class. Each semester students will have a semester long project which will be on the topic of their choice from the current semester of MOH lessons.

My Teaching Thoughts

I believe that students will thrive in an atmosphere where they are encouraged to do their best. We will have weekly reading, memory work, quizzes, mapping, timelining, and activities. Students in middle school need to learn to “own” their work. I will not be assigning a grade for this class; assigning grades is a parent’s responsibility but I can give you suggestions. I realize that students today are busy with school, church, family, and sports, and as such won’t always show up to class prepared. If this happens on a consistent basis the student, Co-op Director, parent(s) and I will meet to discuss class options. Habitually being unprepared for class will result in dismissal from class. I expect students to turn in work on time and to do **THEIR** best. As such, not all students will be working at the same level and that is okay!

Student Syllabus Sample A - Simple

MOH 2 Class Syllabus – Spring 2013

Tina Rice

TieDyeForTheCure@gmail.com

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WEEK And DATE	Reading from MOH BEFORE you come to class	Reading from STOW 2 BEFORE you come to class	Reading Book	Notes and other projects due
15 Jan 8	Week 15	Cha 10 & 29	Begin Leif the Lucky by D'Ulaire OR Wulf the Saxon by G.A Henty	
16 Jan 15	Week 16	Cha 23		
17 Jan 22	Week 17	None		
18 Jan 29	Week 18	Cha 18		
19 Feb 5	Week 19	Cha 15		
20 Feb 12	Week 20	Cha 20		
21 Feb 19	Week 21	Cha 17 & 19		
22 Feb 26	Week 22	Cha 16	Turn in Book Review	
23 Mar 5	Week 23	None	Begin Adam of the Road OR Otto of the Silver Hand	
24 Mar 12	Week 24	Cha 21 & 22		
25 Mar 19	Week 25	Cha 26 & 31		
26 Mar 26	Week 26	Cha 8, 25, & 34		
April 2	Spring Break	Spring Break	Spring Break	Spring Break
27 Apr 9	Week 27	Cha 36		
28 Apr 16	Week 28	Cha 24, 32, 35, & 37		
29 Apr 23	Take Semester 2 test		Turn in Book Review	Semester 2 test
30 Apr 30				Project 2 presentations

Student Syllabus Sample B - Simple

Middle School Writing Course Syllabus

Mrs. Rice – Tiedyeforthecure@gmail.com

Every week you will have a DGP assignment. Your journal is due before your first class – place it on the table in the foyer (sometimes I place a box there.)

Week & Date	Due in Class DGP is due at the BEGINNING of class. Put your journal (life book) on the table in the foyer.	Homework You always have a DGP lesson and journaling due before class begins.	Journal-ing done?
*****	Christmas Break	Work on your RD over the 1 month break and do DGP week 15 AND 16 AND 17	*****
17 Jan 3	678.08 RD, DGP 15, 16, & 17 and A minimum of 5 entries in your journal	678.08 FD	
18 Jan 10	678.08 FD	678.09 (Fact/Opinion) RD	
19 Jan 17	678.09 RD	678.09 FD	
20 Jan 24	678.09 FD	678.10 (Observation Report) RD	
21 Jan 31	678.10 RD	678.10 FD	
22 & 23 Feb 7	678.10 FD	678.11 (Fiction) RD	
24 Feb 14	678.11 RD	678.11 FD	
25 Feb 21	678.11 FD	678.12 (Conversation) RD	
26 Feb 28	678.12 RD	678.12 FD	
27 Mar 6	678.12 FD	678.13 (Expository – Chronological) RD	
28 Mar 13	678.13 RD	678.13 FD	
29 Mar 20	678.13 FD	678.14 (Business Letter) RD	
30 Mar 27	678.14 RD	678.14 FD	
31 Apr 10	678.14 FD	678.15 (Humorous Poem) FD	
32 Apr 17	678.15 FD	Prepare for DGP Quiz and end of course evaluation	
33 Apr 24	No papers due	No Homework	

Student Syllabus Sample C - Simple

GRACE COOP Biology Syllabus

Text book: Exploring Creation with Biology 2nd Ed.

Materials needed:

Text book

Loose leaf notebook divided into 4 subjects; “On your own”, “Study Guides”, “Lab Experiments” and “Notes”

Lab fee - \$16.00 (Can be paid all at once or \$8/semester)

Students will need to do the “On your Own” and “Study Guides”, for the appropriate module, at home before coming to class. The Module to be prepared for in Class is in **BOLD**.

Aug 21 – Module 1: Biology, The Study of Life

- A. Go over expectations for class and other incidentals
- B. Lecture: Module 1 and discuss “On Your Own” questions

Aug 28 – Module 2: Kingdom Monera

- A. Finish Module 1 lecture if needed
- B. Discuss Module 1 “Study Guide” questions
- C. Module 1 test
- D. Lecture: Module 2 and discuss “On Your Own” questions

Sept 4 – Module 3: Kingdom Protista

- A. Finish Module 2 Lecture if needed
- B. Discuss Module 2 “Study Guide” questions
- C. Module 2 Test
- D. Lecture: Module 3 in class and discuss “On Your Own” questions

Sept 11 – Module 3: Kingdom Protista

- A. Finish Module 3 lecture if needed
- B. Discuss Module 3 “Study Guide” questions
- C. Module 3 test
- D. May lecture on Module 4

Sept 18 – Lab Day

- A. Experiment 1.3 – pg 30
- B. Experiment 2.1 – pg 52
- C. Experiment 2.2 – pg 60
- D. Experiment 3.1 – pg 67
- E. Experiment 3.2 – pg 82
- F. Experiment 3.3 – pg 91

Sept 25 – Module 4: Kingdom Fungi

- A. Lecture Module 4
- B. Discuss Module 4 “On your own” questions

Oct 2 – Module 5: The Chemistry of Life

- A. Finish Module 4 lecture if needed
- B. Discuss Module 4 “Study Guide” questions
- C. Test Module 4
- D. Lecture: Module 5 and discuss “On Your Own” questions

Oct 9 – Module 5: The Chemistry of Life

- A. Finish Lecture Module 5
- B. Discuss “Study Guide” questions
- C. Test Module 5

Oct 16 – Lab Day

- A. Experiment 4.1 – pg 107
- B. Experiment 4.2 – pg 110
- C. Experiment 4.3 – pg 112
- D. Experiment 5.1 – pg 134
- E. Experiment 5.2 – pg 135
- F. Experiment 5.3 – pg 152

Oct 23 – Module 6: The Cell

- A. Lecture: Module 6
- B. Discuss “On Your Own” questions

Oct 30 – Module 6: The Cell

- A. Lecture: Module 6
- B. Discuss “On Your Own” questions

Nov 6 – Module 6: The Cell

- A. Lecture: Module 6
- B. Discuss “On Your Own” questions

Nov 13 – Module 6: The Cell

- A. Finish Lecture Module 6
- B. Discuss “Study Guide” questions
- C. Test Module 6

Nov 26 – Lab Day

- A. Experiment 6.1 – pg 175
- B. Experiment 6.2 – pg 181

Dec 4 – Module 7: Cellular Reproduction

- A. Study Module 7 in class
- B. Go over Module 7 “On your Own” and Study Guide

Dec 11 – Module 7: Cellular Reproduction

- A. Finish Module 7
- B. Go over Study Guide questions
- C. Module 7 Test

Student Syllabus Sample D - Simple

BASIC POETRY CALENDAR

Projects Due

21-Aug	What Bugs Me Poem - 10 lines	Shape Poem
28-Aug	2 synonym poems	2 bio poems (personal, famous person or character)
4-Sep	8 line opposite or 2 4-line opposite	Psalm - 10 lines
11-Sep Intro to PROJECT	6-room poem - rooms in order	6-room poem - rearrange rooms, recreate poem
18-Sep Intro to Book idea	2 3-word poems totally diff. subjects	Back cover for book
25-Sep ??? Titles for book	I Don't Understand poem	Headline Poem
2-Oct	Just Because poem	Your Choice
9-Oct	ABC poem	Your Choice
16-Oct	Villanelle Poem	
23-Oct	I Am poem	Diamonte poem
30-Oct	Cinquain pattern 1, 2, & 3 (3 poems)	
6-Nov 1st section of project	Your Choice - Theme "Thanksgiving"	to be minimum 16 lines
13-Nov	All 3 kinds of Formula poem	4-6 quotes famous poet
20-Nov No Co-op	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
27-Nov Quotes Due	Sedoka Poem	Project poem for Christmas show
4-Dec	Emotion poem	Writers Affirmation poem
11-Dec Recitation/guest speaker	No homework over holdiai	come prepared to read and share a poem after break
End of 1st		

Teacher Syllabus Sample - Detailed

Mystery of History II – Grace Co-op Syllabus – Tina Rice

FALL SEMESTER 2009 – The Early Church

DATE	DUE IN CLASS	IN CLASS	HOMEWORK	OTHER
Wk 1 Sept. 1	READ chapters 1-3 before class – Bring notebook, index cards, markers, and colored pencils	Activities and review for Chapters 1-3 – Make memory cards for chapters 1-3; Activity 3B; Timeline – pg 19; Week 1 Exercise – pg 21;; discuss chapters 1 – 3	Read chapters 4-6 and do memory cards; Memorize the date of Pentecost (A.D. 29)	Choose 1 book to read from my list
Wk 2 Sept. 8	Memory cards 4-6	Pretest 2 – pg 22; Discuss chapters 4-6; Timeline – pg 35; Map Patmos; Outline Map 1; Week 2 quiz – pgs 36-37;	Read Chapters 7-9 and do memory cards; Choose 1 activity on pg 26 (4B or C)	
Wk 3 Sept. 15	Memory cards 7-9 Activity 4 B or C	Week 3 pretest; Discuss chapters 7-9; Activity 9A – page 47; Timeline – pg 49; outline map 3 activity on page 49; week 3 quiz;	Read Chapters 10-12 and do memory cards; Activity 8A – pg 44;	Have you started your book?
Wk 4 Sept. 22	Memory cards 10-12 Activity 8A	Pretest 4 – page 52; Discuss chapters 10-12; Activity 12A; Timeline page 62; Review 4 salt map – pg 62; quiz 4; Outline Map 4 page 62	Read Chapter 13-15 and do memory cards; activity 11B (this required parental help); Activity 12 B or C	EXTRA CREDIT: Activity 10 B
Wk 5 Sept. 29	Memory cards 13-15 Activity 11 B AND 12 B or C; Extra Credit	pretest 5; Discuss chapters 13-15; Activity 13B #2; Review 5 Timeline; Outline map 7 – pg 77;	Read Chapters 16-18 and do memory cards; Memorize the date when the Edict of Milan was signed (313); Activity 14A 1 or 2	Your book review is due in 2 weeks.
Wk 6 Oct. 6	Memory Cards 16-18 Activity 14A 1 or 2	Pretest 6; Discuss chapters 16-18; Review 6 Timeline; Outline map 9 – pg 90; Week 6 quiz	Read Chapters 19-21 and do memory cards	How is your book review coming?
Wk 7 Oct. 13	Memory Cards 19-21 Book summary from your chosen book due	Pretest 7; Worksheet 1: lessons 1-21 quiz; Review 7 Timeline – pg 103; Outline Map 10 puzzle – pg 103; Map 3 country sizes;	Read Chapters 22-24 and do memory cards; Read Quarter 2 intro; memorize The fall of the Western Roman Empire: Worksheet 1: Putting it all Together	Choose another book to read from my list

DATE	DUE IN CLASS	IN CLASS	HOMEWORK	OTHER
	BEGIN 2nd Quarter	Begin 2nd Quarter	Begin 2nd Quarter	
Wk 8 Oct. 20	Memory Cards 22-24; Worksheet 1	Pretest 8; Review 8 Timeline; Map 11 – pg 132; Week 8 crossword puzzle; sign up to bring a sushi ingredient; Map activity 2 on pg 132	Read Chapters 25- 27 and do memory cards	EC: With parental permission view the 1967 musical Camelot starring Richard Harris
Wk 9 Oct. 27	Memory cards 25-27	Pretest 9: Illuminated letter art project; make sushi and try it; Review 9 timeline; Week 9 quiz; Activity 26C	Read Chapters 28- 30 and do memory cards; research the Book of Kells and print or copy a page	EC: review 9 activity 2 on pgs 148- 49 – Map of Japan Mobil
Wk 10 Nov. 3	Memory cards 28-30; EC Review 9 activity 2	Pretest 10; Chinese Dynasties List; Activity 29B; Activity 30B – pg 170; Review 10 Timeline; Outline Map 7 activity; Outline Map 15 activity; Week 10 Quiz	Read Chapters 31- 33 and do memory cards; Memorize the birth of Islam;	EC: 30C How is your book reading going?
Wk 11 Nov. 10	Memory cards 31-33; EC: 30C	Pretest 11; Read about Beowulf; Arabic letters 33B; Review 11 Timeline; Outline Map 17 with symbols; Quiz 11;	Read Chapters 34- 36 and do memory cards;	Book summary due in 2 weeks.
Wk 12 Nov. 17	Memory cards 34-36	Pretest 12; Make a decorative cross 35B; Review 12 timeline; Week 12 Quiz	Read Chapters 37- 39 and do memory cards; Memorize Battle of Tours;	
Wk 13 Dec. 1	Memory cards 37-39 Book Summary due	Pretest 13; Review 13 timeline; Outline map 19 – Charlemagne's empire; outline map 20 – Viking Voyages; Week 13 quiz	Read Chapters 40- 42 and do memory cards; Memorize the invasion of the Vikings;	EC: Watch Nova Documentary on Vikings
Wk 14 Dec. 8	Memory cards 40-42	Pretest 14; Review 14 timeline; Worksheet 2: Lessons 22-42 quiz and discussion; Semester 1 Test	Semester 1 Test; Take at home (by 12/15) and either mail to Mrs. Rice or have your parent correct it and mail me the score	

END of FALL SEMESTER

Read Quarter 3 overview – 874 to 1192 before Co-op resumes – Begin reading (you can also listen to a gently abridged audio) Wulf the Saxon by G. A. Henty. You have 5 weeks to complete this assignment. You will have a summary due on week 7 of the spring semester.

Grading Spreadsheet Example

Spring 2013 Student	paid Fee?	rec'd DGP	object	person	Journal check	Place	poetry	short story	letter	DGP Quiz	For parent % grade	Grade
Amy Student	yes	yes	P	P-	A	MISSING	P	MISSING	P	P-	INC	just with work turned in 80%
Brian Student	yes	yes	P	P-	P	P+	MISSING	MISSING	P+	P-	86	B
Charles Student	yes	yes	P+	P+	P+	P+	P+	P+	P+	P+	96	A
Daniel Student	yes	yes	P	P	P+	P+	P	P	P	P	95%	A
Elijah Student	yes	yes	P	Missing	P-	P	MISSING	P+	P+	P	88%	B+
Fred Student	yes	yes	P+	P	absent	P	P+	P+	P	P	93%	A
George Student	yes	yes	P+	P+	P+	missing	P+	P++	P	P	96%	A
Harriet Student	yes	yes	P+	Missing	missing	missing	P	P+	P	P	90%	A
Isaac Student	yes	yes	missing	P	P+	missing	missing	P-	P-	missing	inc	Just with work turned in 80%
Joseph Student	yes	yes	missing	P	P+	missing	missing	P-	P-	missing	inc	Just with work turned in 80%
Kevin Student	yes	yes	P	P	P+	P	P+	P	P	P	90	A

P = passing/met all basic requirements

P+ = met all requirements and did extra

P- = almost met all basic requirements

U = unsatisfactory

Grading Rubric Example

Name: _____

My History Assignment is on: _____

Semester 2 Assignment Grading Rubric

Item	Points Possible	Points Awarded	Notes
<i>4 Required Pieces</i>	<i>140</i>		
Photo Story 3	50		
Presentation Board	50		
Handout	15		
Written overview / summary of project (I expect this to be a multi paragraph piece of writing)	25		
<i>Other Items</i>	<i>80</i>		
Extra Credit #1 (optional) Not counted in total pts.	10		
Extra Credit #2 (optional) Not counted in total pts.	10		
Extra Credit #3 (optional) Not counted in total pts.	10		
Creativity	20		
Bibliography	15		
Oral Presentation (you will present an overview of your project to the class)	30		
Neatness – Is your work neat? Are your pages clean? Is your handwriting legible?	15		
<i>GRAND TOTAL</i>	<i>220</i>		

A grading suggestion for parents is: A = 200+ points B = 180 – 199 points C = 158 – 179 points
 Notes from your teacher:

Getting Started on Your Semester 1 Research Project

This assignment is enjoyable for all concerned (you, the student who has to write it, and me, the teacher who has to grade it) for these reasons:

- You get to research a person or event that you are personally interested in.
- You can show what you learned in many creative and interesting ways that reflect your topic.
- You can use your other talents like artistry, music, film making, scrapbooking, etc.
- I get to learn about the many interesting topics that you have chosen.
- I can see your creativity in the ways you present the information you have learned.
- This isn't a boring assignment!

Sources of Information

You must cite in your paper **at least** 5 different sources of information about your topic. Keep your eyes open for films, television programs, magazine and newspaper articles and websites that contain information about your topic.

Creating Your Genres

To start this project you will first select a person or event from Mystery of History 1, Semester 1. Then you will choose a variety of genres to present.

Once you have created your plan, you are now ready for writing. Remember that this is **your** writing. You may not use anything that has already been published. That is called plagiarism and is illegal. You will get no credit for an assignment that has been "taken" from another source.

Think about interesting ways you could present this information (besides an essay.) Sure, essays are effective in teaching information, but they can be boring also. Avoid an essay for this project. Here is a list of other genres you may consider in your papers. This list is intended as a jumping off point. Use your own creativity to come up with other ideas. Make sure that some of the genres you choose are text heavy. This assignment is about using your creativity to teach others about what you have learned, but all photos or drawings and no words would be boring.

Birth certificate Book cover Brochure Comic Conversations/dialogue Death certificate Definition Descriptive paragraph Doctors report Dual thoughts (inner dialogue - conflict) Short story Essay Process Analysis Character Analysis	Newspaper article - personal or want ad Newspaper article -news story Newspaper/magazine advertisement Newspaper/magazine article - interview Newspaper review of movie, book, concert, etc. Personal letter or note Photo caption (with photo) Play/ Screenplay Poem Two-voice Pantoume Sonnet Extended Metaphor, etc.
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Persuasive Informational Cause and Effect, etc. Eulogy Formal letter Letter of Complaint Letter of Appreciation Letter of Recommendation, etc. Game Greeting card Journal/diary entries Letter to editor List (achievements, events, names, supplies, etc.) Map (make your own) Memo Newspaper article - column Newspaper (tabloid) cover Newspaper/magazine article - feature story Newspaper article – obituary	Poster (wanted poster, playbill, concert, movie, etc.) Power Point Receipt Recipe Scrapbook with journaling Screenplay Timeline Theater tickets Sheet music Television/radio advertisement Television/radio announcement Trip itinerary Trivia facts Wedding invitation Can you think of anything else?
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*For Example, if I were doing a Project on World War 1: I will use brochures to show which countries were involved in World War I, a timeline to illustrate the causes of World War I, a catalog to show the variety of equipment used in the war, a poem and an editor's column to portray people's reactions to the war and how it affected them, and an obituary to show those who died. There are many genres I could use to show my information. Be sure to use genres that fit the information. You must use at least 8 different genres, but don't let that number limit you. Your grade is dependent on the **amount** of information you convey.*

Special Reminder - Two problems that can cause students grief are:

Plagiarism - This must be your own writing! You cannot cut and paste information from websites, etc. into your paper. This is your research and your own ideas. I can tell what a middle or high school student sounds like and I know how to catch cheaters. If you have copied someone else's words or ideas, you will receive a 0 and a call to your parents. This is a serious crime! Save yourselves a lot of sorrow by doing your own work.

Not enough writing - This is a writing assignment. Your paper must have text. I know that you can think of clever visual ways to teach me your information, but they must be accompanied by writing. You will be graded on the amount of information I learn from your writing. Make sure you have several text heavy pieces.

Endnotes

Endnotes are your area for explaining and reflecting on your genre and citing the source of the information contained in it. You will need an endnote for every genre in your project and they are collect and added at the end of your project. How did you decide to use this genre for this information? What difficulties did you have in writing it? What did you like best about it? What is the weakest part that you would change if you could? What was the source(s) of information for this genre (use MLA format for bibliography)? You can use <http://citationmachine.net> to format your citations.

Presentation (what it should look like when you turn it in)

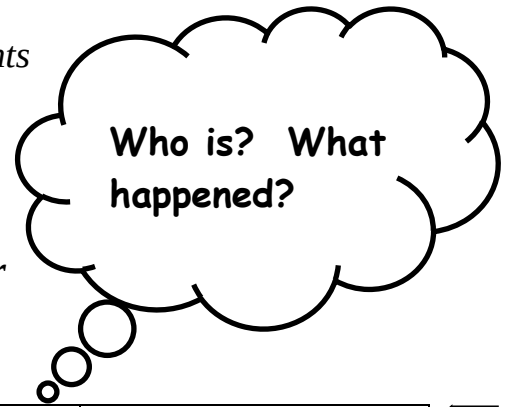
Your project should have the following:

1. A cover page
2. A title page
3. Table of contents
 - a. Make sure you list things in the order I will find them in your presentation
4. Your project pieces
 - a. If you have a power point, or other computer presentation, make sure you include a CD with the presentation on it in your notebook
 - b. If you have a poster put a note on a piece of paper in your presentation folder that there is a poster that goes with your project
5. Endnotes and references
6. I suggest a 1 ½" D ring binder or scrapbook for your project, but you can get creative and put it in a "leather" pouch or a "clay" jar.
7. Make sure that your information is presented in a logical order to the reader (me).
 - a. The two best suggestions I can offer are chronological order or order of importance

Multi-Genre Paper

Today we're starting a history project. History assignments usually ask students to answer questions about a person or time in history. You will show off your understanding of the topic through your use of a variety of activities.

Your job here is to complete a portfolio of writing to fulfill task of teaching others about: **What happened in _____ or who is _____?**



 Brochure	 Poster	 Handout This is an item you give to all the students in the class. I can be a quiz, word search, jot list – something about your person/event	 Item from list
 Item from list	 Item from list	 Scrapbook page	 Newspaper
 Journal Entries	 Item from list	 Power Point	 Item from list

You must use **ALL** of these types of writing

You must use **at least 6** of these types of writing