

Seventh Grade Course Outlines



2018-2019

Contents

Language Arts	Peggy Sutton & April Krabill
Math—Algebra	Michelle Platt
Math—Pre-Algebra	Michelle Platt & Chuck Simpson
Science	Andy Bezant & Allison Gorsuch
Social Studies	Brad Henry and Shaka Arnold
Chinese	Na Li
Latin	Franz Gruber
Spanish	Aimee Hall & Nicole White
Art	Pedro Mena
Coding	Michelle Faciana
Creative Expressions	Whitney Eads
Health	Heather Gepper
STEAM	Michael Smith
Theatre Elective 7	Whitney Eads
Band	Jessica Sneeringer
Choir	Amy Brooks
Orchestra	David Wong
Library	Stacy Nockowitz & Pat Killoren
PE	Heather Gepper & Robin Miller

CALA7: Literature and Language: Local to Global Real vs. Ideal

Mrs. Peggy Sutton
Mrs. April Krabill

2018-2019

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HOW AND WHY MIGHT AUTHORS USE THE THEMES OF “COMMUNITY” AND “THE IDEAL”?



WHAT TECHNIQUES INFLUENCE PACING, FLOW, AND READABILITY OF WRITING?



HOW CAN WE USE SIGNPOSTS IN OUR READING IN ORDER TO DISCERN MEANING?



WHAT STRUCTURES AND STYLES DISTINGUISH INFORMATIONAL, PERSUASIVE, POETIC, AND NARRATIVE WRITING?



HOW DO WE EVALUATE ARTICLES IN THE MEDIA TO DETERMINE AUTHORITY AND FACT VS. OPINION?



HOW CAN WE USE OUR COMMUNICATION SKILLS TO BUILD AND UNDERSTAND COMMUNITY AT CA OR AT HOME?

Through analysis of books, articles, and poetry, this course will explore the meaning of “community,” paying close attention to how identity and character relate to this theme. We will especially look at the ideals, appearances, and dreams that characters have or convey and see how these match up to reality, considering the significance of any gaps. Whether evaluating the greasers and socs in *The Outsiders* or the real-world communities facing Malala Youfsafzai and William Kamkwamba, classes will see and write about a wide range of experiences, witness and assess possible solutions, and consider what a utopia might look like. Reading *The Giver* in the fourth quarter will offer a chance to debate the merits of such an existence.

In conjunction with our reading about “fake” vs. “real” as a theme in literature, students will explore journalism. They will evaluate fact versus opinion, using articles on Newsela. They will also interview a member or members of their community and write feature articles. In the process, they will learn how real-world reporters and writers craft articles, make mistakes, and edit work until arriving at a “final” product. They will also use their reading and research related to an issue to write an editorial and to prepare for TED talks in Social Studies class.

Along the way, this class will practice the art of using words and punctuation effectively and intentionally. They will study model sentences as one way to notice grammar and usage patterns, and they will learn new words using a vocabulary workshop program and review process.

We are looking forward to working with everyone as we approach these themes and explore new language skills together.

WELCOME TO A NEW SCHOOL YEAR!



...with apologies to Charles Schulz

Supporting texts for further reading, if interested:

Everyday Editing, Jeff Anderson
Notice and Note, Kyleene Beers & Robert Probst
Book Love, Penny Kittle
A Novel Approach, Kate Roberts
Writing about Reading, Lucy Calkins and Audra Kirschbaum Robb



CONTENT/ASSESSMENT

Skills

By the end of the year, students should be able to...

write a multi-paragraph analysis or response to reading material, including an introduction, examples, and a conclusion.

write a feature article on a member of the student's community, evaluating responses and synthesizing information.

begin to employ the comma rules correctly in formal writing.

identify and use different sentence types and fragments to vary the pace and fluidity of their writing.

use effective research skills to explore a topic, synthesize findings, and communicate persuasively, using a variety of methods and modalities.

expand their vocabularies by at least 100 new words.

recite a poem from memory using proper pausing and articulation, and analyze its meaning using applicable literary terms.

Content Overview

Literature--Students will read two whole-class novels: *The Outsiders* by S.E. Hinton and *The Giver* by Lois Lowry. They will also spend two units when they can choose from a selection of books, including *Paperboy* by Vince Vawter, *Dead End in Norvelt* by Jack Gantos, *Under the Egg* by Laura Marx Fitzgerald, and *When You Reach Me* by Rebecca Stead, for one unit, and *I am Malala* by Malala Yousafzai and *The Boy Who Harnessed the Wind* by William Kamkwamba and Brian Mealer, for the other unit. When students are not working with an assigned text, they will be reading and working with books of their choice.

Each Day, students will be responsible for reading at least 20 minutes outside of class and annotating their books; regularly, they will receive additional time to read during class.

Writing--We will write regularly: informational pieces--writing about reading; short narratives; analytical essays; journalism articles; poetry; descriptive pieces; and personal responses.

Grammar--Relying on *Everyday Editing* by Jeff Anderson, we will focus on 10 concepts related to sample sentence patterns, covering different sentence types, comma and other punctuation rules, capitalization, paragraphing, and more.

Vocabulary--We will use and regularly review words from *Sadlier Vocabulary Workshop*, level B, as well as literary terms and words from texts.

40%--HOMEWORK, including reading logs and annotations

25%--GRADED WRITING ASSIGNMENTS

30%--QUIZZES, TESTS,
and/or PROJECTS

5%--CONTRIBUTION

NOTE: This is approximate. Not all quarters will involve all categories, or equal use of these categories, which will result in some shifting of percentages. CA's absence policy applies.

CHECK GOOGLE CLASSROOM DAILY FOR ASSIGNMENTS AND ANNOUNCEMENTS. Write down assignments as you enter.

Late regular homework is accepted for half-credit. It is still due, regardless of credit. Late projects lower a grade by one level each day.

GRADING AND HOMEWORK POLICY

If you have any questions about assignments, please email us, or let us know before the due date so that we can help.

Keep your iPad charged! If you need to charge your iPad and have homework that is due, the homework will be considered late.

Algebra

Teacher: Mrs. Michelle Platt
e-mail: plattm@columbusacademy.org

Text: Algebra 1– McDougal Littell 2008

Course Highlights by Unit: 1) Equations and Inequalities 2) Percents, Proportions and Probability 4) Linear Functions and Equations 5) Systems of Equations 6) Polynomials 7) Factoring 8) Rational Expressions and Equations 9) Roots and Radicals 10) Quadratic Functions

Homework: Homework should be expected daily and should take 15 – 25 minutes. Although completion of homework on the iPad is never required, it is expected that a digital copy (snap a picture) of each assignment be submitted through Google Classroom. All assignments, resources, and announcements will be posted on Google Classroom.

Homework is an essential part of the 7th grade learning process; we expect it to be completed, on time, with maximum effort. While late work will be accepted, you will not receive full credit.

If a student turns in the completed assignment by the next class meeting, 50% of the earned points will be rewarded. If a student is absent from class, s/he is expected to check Google Classroom for any assignments. Students will have as many days as they are absent to make up an assignment/set up an appointment for a tutorial.

Daily Routine: We will go over the previous night's homework each day, and discuss problems or issues related to the assignment, as needed. **Students should expect to take notes covering each new lesson, complete with sample problems, on a daily basis.** If time permits, students will have the opportunity to begin their homework in class.

Tests and Quizzes: Tests and quizzes will be given throughout each Unit. Quizzes will cover one or two concepts and be very general in nature; tests will cover a variety of topics from the current unit and will pose more in-depth questions. All tests and quizzes will be announced at least one week in advance and will be put on the 7th grade calendar.

I will try to schedule a review day before every test. If a student is absent for the review day, s/he will still be expected to take the test when s/he returns to school. Likewise, if a student misses a scheduled test, s/he will be expected to take a make-up test as soon as it can be scheduled.

Show Me What You Know (Pop Quizzes) will not be announced. Students should be prepared for a brief quiz at the beginning of each class. These quizzes will cover topics introduced through notes, vocabulary, formulas and basic homework problems.

Participation/Preparation/Class work: Being prepared for math class means students have all the necessary supplies, homework and assignments at the beginning of each class. If a student needs to take time to find his/her materials (or to leave the room to go to a locker), points will be deducted from their daily homework grade. If a student has left his/her assignment in a locker, s/he will need to fill out a Prep Slip and turn the assignment in after class. It is also important that students participate during class, ask questions and help one another when needed.

Extra help: Extra help will be provided to any student who wants or needs it. Flex Time is a wonderful time for students to ask question or get extra help with their work. There will also be opportunities during block periods for one-on-one or small group tutorials. I am also available, by appointment, before or after school, or during lunch.

Pre-Algebra

Teachers: Mrs. Michelle Platt
E-mail: plattm@columbusacademy.org

Mr. Chuck Simpson
E-mail: simpsonc@columbusacademy.org

Text: Pre-Algebra - McDougal Littell 2005

Supplies:

- 1) Pencils or blue/black pens
- 2) Stylus/Apple Pencil
- 3) Binder/Folder to keep handouts/assessments
- 4) Lined paper for notes, **if not using iPad**
- 5) Scientific Calculator - iPad/iWatch as calculator, not permitted during testing
- 5) Graph paper

Topic 1: Number Sense

- ASMD (Add, Subtract, Multiply, Divide) Integers
- ASMD fractions and mixed numbers
- Order of Operations
- Properties

Topic 2: Variables, Expressions

- Combining like terms
- Simplifying expressions
- Distributive Property
- Vocabulary: constant, variable, coefficient, expression

Topic 3: Introduction to Angle Relationships

- Identifying: segments, rays, lines
- Identifying angles: acute, obtuse, right, straight, complementary, supplementary
- Identifying triangles/finding missing angles
- Understanding parallel lines - transversal relationship
- Finding missing angles in parallel lines - transversal

Topic 4: Perimeter, Area, Surface Area and Volume

- Perimeter and area of polygons and parallelograms
- Perimeter and area of triangles
- Perimeter and area of trapezoids
- Circumference and area of circles
- *Surface area of prisms, cylinders, pyramids, and cones*
- *Volume of prisms, cylinders, pyramids, and cones*

Topic 5: Solving Equations and Inequalities

- Solving two-step equations
- Solving equations using the Distributive Property
- Solving equations by combining like terms
- Solving equations with variables on both sides (includes Distributive Property on both sides)
- Graphing inequalities
- Solving two-step inequalities
- Solving inequalities involving multiplying/dividing by -1
- Solving multi-step inequalities (involving distributing, variables on both sides)

Topic 6: Ratio, Rates, Proportion, Percent

- Understanding, simplifying ratios and rates
- Solving proportions
- Determining if triangles are proportionate
- *Understanding scale*
- Understanding relationships between fractions, decimals, and percents
- Solving basic percent problems - will look at both proportion and equation form
- Solving percent change problems
- Solving markup/discount problems

Pre-Algebra, cont'd

Topic 7: Linear Functions

- Understanding relations and functions
- Understanding the Cartesian Coordinate System
- Understanding relationship between x and y variables (input-output)
- Understanding and using intercepts to graph linear functions
- Understanding and determining slope
- Graphing linear functions using Slope-Intercept equation

Topic 8: Data Analysis and Probability

- *Understanding surveys: populations, samples, bias v. unbiased questions*
- *Finding measures of Central Tendency*
- *Using Data Displays: Bar/Line graphs, pie charts, box-and-whiskers, scatter plots*
- *Finding basic probability of events*
- *Finding probability of compound events*
- *Finding permutations*
- *Finding combinations*

Homework: Homework should be expected daily and should take 15 – 25 minutes. Although completion of homework on the iPad is never required, it is expected that a digital copy (snap a picture) of each assignment be submitted through Google Classroom. All assignments, resources, and announcements will be posted on Google Classroom.

Homework is an essential part of the 7th grade learning process; we expect it to be completed, on time, with maximum effort. While late work will be accepted, you will not receive full credit.

If a student turns in the completed assignment by the next class meeting, 50% of the earned points will be rewarded. If a student is absent from class, s/he is expected to check Google Classroom for any assignments. Students will have as many days as they are absent to make up an assignment/set up an appointment for a tutorial.

Daily Routine: We will go over the previous night's homework each day, and discuss problems or issues related to the assignment, as needed. **Students should expect to take notes covering each new lesson, complete with sample problems, on a daily basis.** If time permits, students will have the opportunity to begin their homework in class.

Tests and Quizzes: Tests and quizzes will be given throughout each Unit. Quizzes will cover one or two concepts; tests will cover a variety of topics from the current unit and will pose more in-depth questions. All tests and quizzes will be announced at least one week in advance and will be put on the 7th grade calendar.

We will try to schedule a review day before every test. If a student is absent for the review day, s/he will still be expected to take the test when s/he returns to school. Likewise, if a student misses a scheduled test, s/he will be expected to take a make-up test as soon as it can be scheduled.

Show Me What You Know (Pop Quizzes) will not be announced. Students should be prepared for a brief assessment at the beginning of each class. These quizzes will cover topics introduced through notes, vocabulary, formulas and basic homework problems.

Participation/Preparation/Class work: Being prepared for math class means students have all the necessary supplies and assignments at the beginning of each class. If a student needs to take time to find his/her materials (or to leave the room to go to a locker), points will be deducted from their daily homework grade. It is also important to your child's learning process that s/he participate during class, ask questions and help one another when needed.

Extra help: Extra help will be provided to any student who wants or needs it. Flex Time is a wonderful time for students to ask question or get extra help with their work. There will also be opportunities during block periods for one-on-one or small group tutorials. I am also available, by appointment, before or after school, or during lunch recess.

Mrs. Platt and Mr. Simpson work together as a team. Students should feel free to ask either of us for extra help, per our availability.

7th Grade Science



OUR PHILOSOPHY

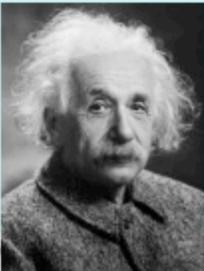
To create a safe and friendly learning environment for middle school students. Students will be engaged in inquiry work, they will be asked to question, analyze and create products. They will work on research based projects independently and in groups. We hope to instill a love of science in all students.

STUDENT EXPECTATIONS

Students are expected to come prepared for class. Charged iPads, pencils, pens, science binder, science workbook are needed every class. Homework should be turned in the following lesson, unless specific instructions are given. Students are required to check Moodle on a daily basis. It is the student's responsibility to follow up with their teacher on work assigned during their absence.

"If we knew what it was we were doing, it would not be called research, would it?"

– Albert Einstein



"An expert is a person who has made all the mistakes that can be made in a very narrow field."

– Niels Bohr





GRADING POLICY

Homework - 10% - 20%

Labs/Classwork - 20% - 30%

Test/projects - 30% - 40%

Lab/class skills - 10%

Quizzes - 10 - 20%

SYLLABUS & PROJECTS

The aim of the seventh grade science program is to help students develop scientific literacy. Scientific literacy is an evolving combination of the science-related attitudes, skills, and knowledge students need to develop inquiry, problem-solving, and decision-making abilities; to help them become lifelong learners. Semester projects provide students with different learning experiences. These provide opportunities for the students to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment that will affect their everyday life.

Semester 1

Scientific Method

Body Systems

Genetics

Organ Project & Organ Day

Semester 2

Periodic Table

Bonding

Motion & Force

Space Science

CONTACT INFORMATION

If you have questions or concerns feel free to contact us -

Dr. Andy Bezant

email: bezanta@columbusacademy.org

Alison Gorsuch

email: gorsucha@columbusacademy.org



7th-Grade Social Studies



“Geography doesn’t simply begin and end with maps showing the location of the countries of the world.” – Kenneth C. Davis

Part of our mission statement at CA reads, “Academy strives to develop and sustain a community of thoughtful, responsible, capable, and confident citizens eager to engage in a pluralistic and ever-changing world.”

It is apparent that the world you inherited is much different from the one handed to your parents and grandparents. This class will help us examine and better understand the world we live in. We will look at its people, cultures, and our interaction with the environment. Additionally, it will help us to think critically about the choices we make as global citizens.

STUDENT EXPECTATIONS

Students are expected to come prepared for class. Charged iPads, pencils, pens, and a binder are needed every class. Homework should be turned in the following lesson, unless specific instructions are given. Students are required to check Moodle on a daily basis. It is the student’s responsibility to follow up with his/her teacher on work assigned during an absence.

SYLLABUS

Quarter 1

The Quest for More–European Domination of the Globe

Jared Diamond's Theory of Guns, Germs, & Steel - What is the root cause of our material division within the world?

What enabled Europe to colonize and dominate the globe for so many centuries? Focus on Colonial Africa. Can Africa's 21st century challenges be traced back to its colonial time period?

Quarter 2

Global Issues: Living in a Connected World

Poverty, population, the environment, and health: How are they connected and how do they influence one another.

Quarter 3

Branching Out!

Global issues debate and Ted Talk projects are planned for this quarter.

Quarter 4

The Power of One: Can One Person Make a Difference?

A character study of "Power of One's" What human characteristics are essential for change?

A historic template of change:

Oppression>Leaders>Inspires the Masses>Action

The Power of One Project

Contact Information–
If you have questions or concerns,
feel free to contact us:

Mr. Bradley Henry
henryb@columbusacademy.org

Mr. Shaka Arnold
arnolds@columbusacademy.org



中文

7th Grade Chinese

**Learning Chinese
opens you up to a new world!**



千里之行，始于足下。

A journey of a thousand miles must begin with a single step.

1

SET GOALS
BE PREPARED

2

ARRIVE ON TIME
PARTICIPATE

3

RESPECT OTHERS
DO YOUR BEST



Lǐ lǎoshī
李老师
Ms. Li



When you need help, please feel free to stop by my classroom at C112, or send me an email with your questions: lin@columbusacademy.org



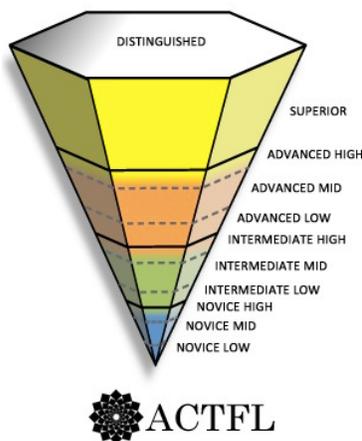
Course Description

In 7th Grade Chinese class, students will learn China geography, Chinese Pinyin system, character writing system, greetings, family, numbers, dates and time, hobbies and visiting friends. Culture topics include calligraphy, painting, rhymes and songs, riddles, holiday celebration, crafts, food, etc.

ACTFL

Proficiency Guidelines

Our curriculum will follow the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. The application of the guidelines is for the evaluation of functional language ability. In 7th grade Chinese class, students will be able to improve from Novice Low level to Novice Middle level.



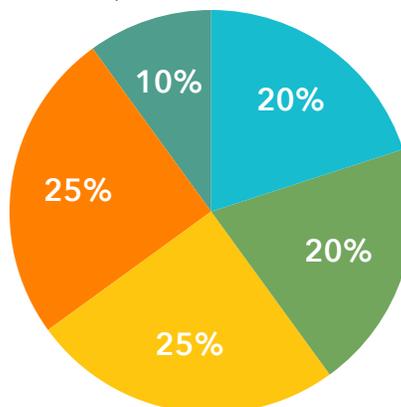
Our goal:

To grow proficiency in: Listening, Reading, Speaking, and Writing



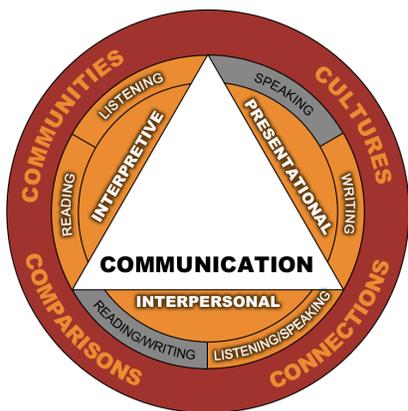
Grades

- Homework
- Quizzes
- Participation
- Unit Tests
- Projects



Late homework/projects will only have 75% of the total points, except I receive excuse notes from your home.

All learning materials and assignments are posted on Google Classroom.



Dr. Franz J. Gruber
E-mail address: Franz_Gruber@columbusacademy.org

Latin 7



SPQR
SENATUS
POPULUSQUE
ROMANUS



Salvete Omnes!

Course Description:

This course serves as an introduction to the Latin language, Roman history, Roman culture, and classical mythology. Integral part of the course is a training in English word power and etymology.

You are expected to be organized: you need to hand in your homework in Google Classroom.



The assignments will be posted on the Latin 7 Google Classroom app. You are expected to memorize all new vocabulary (using flashcards or quizlet, etc.). You will need to read out loud all the Latin that you encounter in this course. I will record some of it on Anchor Radio (podcast) and share with you. During the course of the year you will also build up your portfolio, collecting in it your presentations and projects. There will be projects for each quarter that you will also share with me on Google Classroom.

Textbooks: Ecce Romani textbook and workbook, IA



Learning Objectives:

By the end of Latin 7 the student should

- have an understanding of basic grammatical structures; these include a knowledge of declensions, the conjugations of regular and irregular verbs, the indicative and imperative moods, the present and imperfect tenses in the active voice, and some of the pronouns.
- continue development of English vocabulary through Latin.
- understand certain aspects of the history, culture, and life-styles of the ancient Romans.

Instructional Methods:

Our focus is on reading Latin and understanding it (translating it or text comprehension). However, our focus is also on reading aloud all the Latin texts and stories. Periodically you will be introduced to new concepts of grammar: we will begin a new lesson approximately every one to two weeks.

Assignments:

Homework will be assigned and reviewed regularly. Homework is an essential part of your life here at the Columbus Academy, and it is essential for your success in this class. Homework counts 10% of your quarter grade. Deductions from a student's quarter grade will be made for missed homework. Late homework will not be accepted for full credit except in the case of religious holidays or illness. In case of illness make sure you bring a written notice from your parents or doctor. All the assignments will be posted on Google Classroom. Unless otherwise specified, you need to complete your assignments independently and to the best of your ability.



Classroom Behavior and Classroom Management:

It is expected that you participate constructively and actively in the classroom. Your classroom participation (in conjunction with your homework) will make up 20% of your overall grade in this class.

Books (textbook and activity book) and iPad:

I expect that you attend class with your books (textbook and activity book) and your tabula electronica.

Quizzes, Tests, and Projects:

There will be dictations, as well as vocabulary quizzes, and tests. Quizzes are worth sometimes 20 points, sometimes 40 points (grammar quizzes), and tests 100p. Make-ups for a quiz or test must be completed prior to the next quiz or test, unless the student has made arrangements with me. Projects on a variety of topics (Roman Persona) are also 50p.

Grade Calculations: will be based on the following:

Participation, Homework	20%
Ability to read Latin	50p
Quizzes:	20p – 40p
Tests	100p
All Projects and Presentations:	50p

Grading Scale: This grading scale is listed in the student handbook (p. 9).

A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%
A 93-96%	B 83-86%	C 73-76%	D 63-66%
A-90-92%	B- 80-82%	C- 70-72%	D- 60-62%

Semester Exam and Final Exam will count 10% of the semester average.

“Bona Fortuna! ”



ESPAÑOL 7

Emails: halla@columbusacademy.org and whiten@columbusacademy.org
Profesora Hall Office C205 Profesora White Office C103

LEARNING A LANGUAGE IS A MESSY PROCESS!

ESPAÑOL 7 LEARNING TARGETS

- **INTERPRETIVE LISTENING** - I can sustain short, meaningful conversations in which I can obtain information, express feelings and / or opinions in culturally appropriate ways.
- **INTERPRETIVE READING**- I can read authentic texts and be able to understand the main idea and some supporting details.
- **INTERPERSONAL SPEAKING** - I can have conversations about my family, friends, and school environment.
- **PRESENTATIONAL WRITING** - I can present information, concepts, ideas, and viewpoints on a variety of topics to varied audiences.

COMPETENCY BASED GRADING

Students will be assessed on the 4 standard competencies of Language Learning. Additionally, students will also have a work habits category that will include participation, class activities, and some homework assignments.

Reading	25%
Writing	25%
Listening	15%
Speaking	15%

EXPECTATIONS

- ▶ Class will be conducted in Spanish at least 90% of the time. In order to learn to communicate in Spanish, you must listen, read, write and speak in Spanish as much as possible.
- ▶ We will do our own work. This means we will not use online translators. Use wordreference.com.
- ▶ The goal is to move forward in our proficiency, so if you are absent, it is your responsibility to make up missing work.
- ▶ We will have a supportive and positive learning environment where everyone helps each other to learn and grow.

What do I need to be successful for class?

- ▶ Your charged iPad & Set of Headphones
- ▶ Your own audience to use your Spanish - friend, Twitter, Skype, Xbox, family member, someone to talk to!
- ▶ A positive attitude - EVERYONE can learn a language

Spanish 7 Learning Topics

- Greetings and Farewells
- Describing self, friends, and family
- Professions and occupations
- Expressing emotions and opinions
- Leisure time activities
- School life
- Traveling and making travel plans
- Around town
- The culture and history of various Spanish- speaking communities from around the world.

▶ Great Websites to Visit for Learning Spanish:

- ▶ People en Español
- ▶ Univision
- ▶ DuoLingo
- ▶ FluentU
- ▶ Rockalingua
- ▶ ESPN Deportes
- ▶ Telemundo Deportes
- ▶ La Musica

*El cerebro es como un
músculo. Cuando está
trabajando se
encuentra bien*



One language sets you in a
corridor for life. Two
languages open every door
along the way.

- Frank Smith

Columbus Academy
Middle School Art
Pedro Mena
Email--Menap@columbusacademy.org

At Columbus Academy, we regard art as a subject in its own right as well as a discipline that augments and expands what our students learn in other disciplines. The arts— individually and in combination with each other—also provide an important avenue through which we build a sense of self and a sense of community. In visual art, students gain confidence in concrete individual skills in creative expression, gain appreciation for the arts across history and cultures, and learn to work collaboratively with their peers.

The Art program connects art with the world around us. It opens a world beyond textbooks for students to explore and builds a foundation for creative thinking. Students are encouraged to explore new techniques, seek deeper meaning out of their art practice, and establish a personal approach to their work. We experience how the arts can cross disciplines to create an exciting statement.

What is Creativity? Students are exploring what this 21st century skill means and how it can be practiced. We will look at Creativity as a means to generate ideas, make critical decisions, take risks, make mistakes, and work together. These practices are experiences to educate the whole child as students learn and grow through the ups and downs of adolescence.

In Middle School, we explore many different methods and media, including drawing, painting, printmaking, sculpture, crafts, and digital art, as well as two- and three- dimensional design basics. Students acquire art language and concepts from both hands-on experiences and discussion and are exposed to multicultural art history references when appropriate.

Assessment is based on hands-on learning, critical thinking skills, following a sequence of project steps, craftsmanship, and individual artistic voice and expression.

Grade 7 students will create a variety of projects transcending style, material, technique, and medium. We will look at how art can portray problems that humans have dealt with for centuries and interpret them in our own way. Inspired by the epic poem, *The Aeneid*, by Virgil, which depicts gossip and rumor as a wildly imaginative monster, students will interpret the passage visually and think about how to communicate best with each other.

Coding 7

This allied is an introduction to computer science. We will use apps, websites, play games, and do other activities to help us get into the mindset for coding and problem solving.

This class meets on A, C, D, & F days from 8:05 – 9:10. Please, email me or reach out as soon as you know of an absence or as soon as your return. Also, check Google Classroom for missed work. This class meets for one rotation out of five allied classes.

The start dates for each rotation are:

I: August 22

II: October 8

III: December 3

IV: February 4

V: April 15

Here are some items we will explore during our allied rotation:

Activities: Unplugged, coding activities, brainteasers, vocabulary

Websites: Code.org, Tynker

Equipment: Sphero, Cubelets, Ozobots

Class expectations:

Be on time

Have supplies – writing utensil, charged iPad

No food/drinks/candy in class - except for water

Complete work

Be respectful

Grading: O S+ S S- U

Participation/Behavior

Bring on-time/tardiness

Effort

Benchmarks

Completion

Homework

I'm looking forward to a fun class together.

Sincerely,
Mrs. Faciana



Creative Expressions

7th Grade, 2018-2019

INSTRUCTOR: Mrs. Whitney Eads
eadsw@columbusacademy.org

A, C, D, F Days; 8:05a-9:10a--Room E204

Welcome to Creative Expressions: 7th Grade!

Goals

- Students will learn the importance and purpose of design elements in the theatre
- Students will learn how to read and analyze a play to create meaningful and founded designs (set, sound, or costume).
- Students will give a design presentation and defend their choices
- Students will gain knowledge of how Puppets are used to tell stories
- Students will explore cultures that use puppets in performing arts
- Students will learn animation and vocal techniques to give life to inanimate objects
- Students will create their own puppet from recycled items
- Students will perform a puppet ballet
- As Performing Artists, students will Create, Perform, and Respond

Course Units

- Theatrical Design
- Puppetry

(please note: the order in which these units occur may vary depending on school calendar and student needs)

How to Succeed in Class: “High 5!”

1. *Be Present*
2. *Be Engaged*
3. *Be Bold*
4. *Be Respectful*
5. *Be Responsible*

What Will I Be Graded On?

Participation..... 10 points per week
Discussions..... 20 points

Design Project..... 60 points
Puppet Construction and Ballet.....50 points

Report Cards

Final grades will appear on report cards using the “OSU” scale: Otstanding, Satisfactory, Unsatisfactory.

O..... 95-100%
S+..... 85-94%
S..... 75-84%
S-..... 60-74%
U..... 59% or lower

Percentages are determined by comparing points earned by points possible. Grades will not be curved or rounded up.

Stay Connected

All work will be posted on Google Classroom (CE 7: Theatre Crafts).

Other Important Classroom Policies

- Late work will receive a 1 point deduction per day after due date.
- Students will create their own work. Plagiarism will receive an “incomplete”
- Safety is top priority. When working with tools and materials, students should freeze and alert Mrs. Eads if ever feeling unsafe or unsure.
- If a student is tardy, they will lose 1 point per occurrence, applied to the week’s exit slip

Columbus Academy

Middle School Health & Wellness

Teacher: Heather Gepper

E-mail: Heather_Gepper@columbusacademy.org

Description of Class:

This course is to encourage and teach students to take responsibility for their personal health and to develop the necessary life skills for making well-informed, positive health-related behaviors

- **First Aid and Safety**
 - *Key Topics*
 - Safety in the home and at school
 - Safety in Weather Emergencies
 - Basic First Aid/First Aid for Common Emergencies/Life-Threatening Emergences
- **Research Project**
 - **Communicable and Non-communicable Diseases**
- **Growth and Development**
 - *Key Topics*
 - Gender specific discussions/video
 - Reproductive systems
 - Male/Female anatomy
 - Beginning of Life
- **Mental and Emotional Health**
 - *Key Topics*
 - Managing Stress
 - SOS training
 - Compliment Sheets
- **Building Health Relationships**
 - *Key Topics*
 - Practicing Communication Skills
 - Family Relationships
 - Peer Relationships

Required Materials:

Everyday each student should bring a pocket folder, paper, textbook, and writing utensil to class.

Expectations:

Students should be on time, prepared, and respect others in the classroom. Homework and projects must be due on time.

Evaluation:

Outstanding

Satisfactory

Unsatisfactory

Final grades are based on class participation, homework assignments, projects, behavior, and comprehension

STEAM

STEAM: DEFINITION & COURSE OBJECTIVES

WHAT IS STEAM?

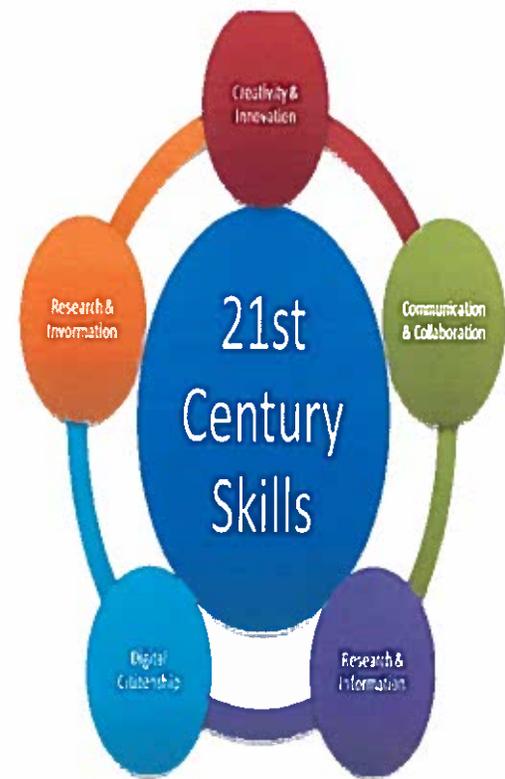
STEAM is an educational approach integrating Science, Technology, Engineering and Math content to problem solve authentic problems. It is an approach designed to prepare today's students with 21st Century Skills crucial to succeed in our modern world. These would include: Problem-solving, Collaboration, Creativity and Critical Thinking.

COURSE OBJECTIVES

This course will integrate the disciplines of **STEAM** while incorporating the design process to problem-solve topics that have real-world connection with the students. Students will be able to:

1. ...identify real-world connections and relevance of their project
2. ...develop empathy and collaboration skills while working jointly on their projects
3. ...become risk-takers and creative thinkers
4. ... become critical thinkers as they consider the opinions and analyze the results of several students
5. ...iterate and improve both their process and product
6. ...thoroughly understand and apply the engineering design process
7. ...help our national initiative to increase the interest of our youth in occupations in the STEM related fields.

It is designed to work in coordination with iDesign and Coding to create a detailed and comprehensive STEAM education.



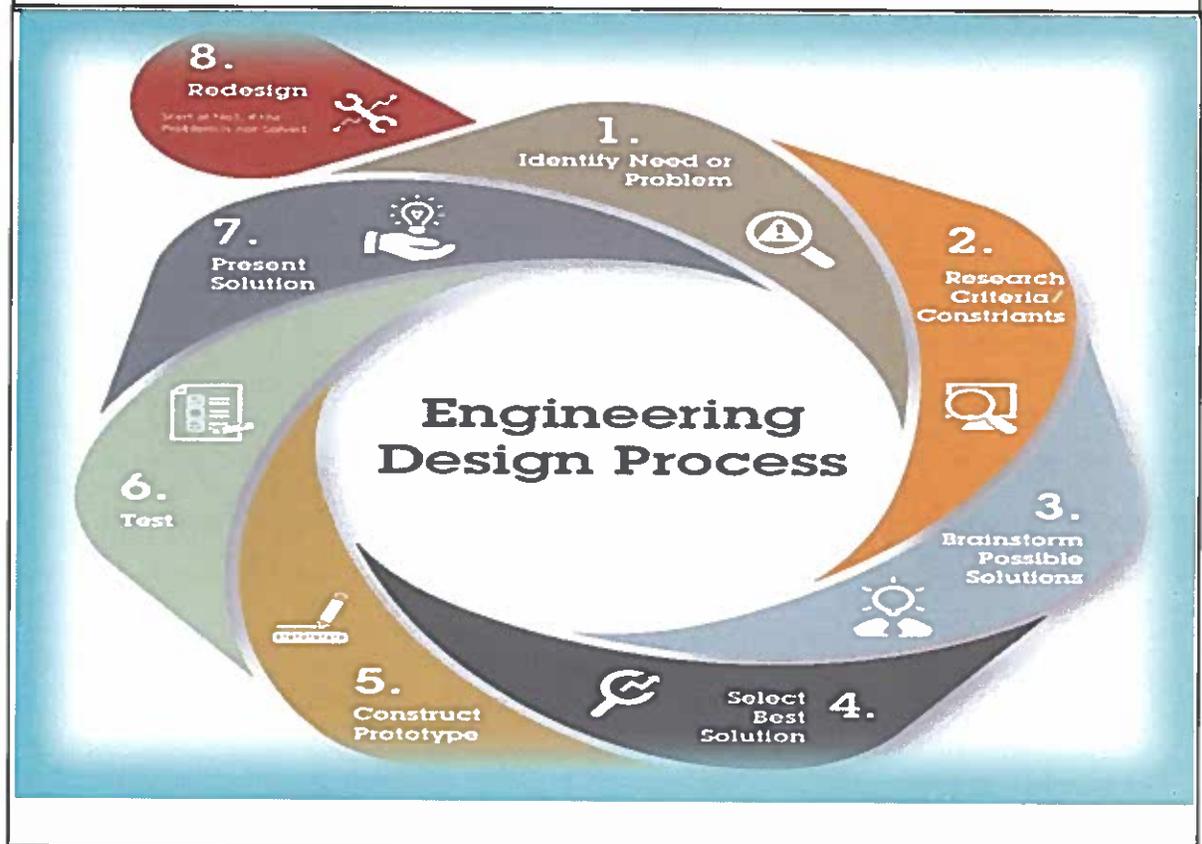
Essential Questions

What are the 21st Century Learning Skills?

How does STEAM develop the skills needed for our modern society?

CLASS STRUCTURE:

Students will be given design challenges. The “flipped classroom” approach will be incorporated from time to time to optimize on-task time. In keeping with the focus on developing 21st Century Learning Skills. Students will collaborate, create, communicate and think critically about how to improve both their process and their product. Students work in small groups of 2-4 students. Through communication they will learn the strengths and weaknesses of each team member and use them to be most effective as a design team. They will have design specifications and deadlines to meet for various projects. They will research and construct prototypes. Throughout the process students will carefully document their observations. Lastly, students will reflect, make final revisions and present their final product.



GRADING POLICY:

Assignments will be graded on a scale of 1-3 points.

1pt – Assignments that do “not yet” meet the requirements

2pts – Assignment that do meet the majority of the requirements.

3pts – Assignments that meet all of the requirements The “O”, “S”, “U” scoring system will be used in My Backpack

Emphasis in grading is based on a rubric assessing students’ application of the Engineering Design Process and 21st Century Skills.

Attendance

Students need to arrive prepared on time to class. As in-class work is a major component of this class attendance is very important. Contact the teacher for missed assignments and homework prior to an absence, Flex time and recess is available makeup missed work also.

THEATRE Elective 7

8th Grade, 2018-2019

INSTRUCTORS: Mrs. Whitney Eads
eadsw@columbusacademy.org

A, C, E Days; 2:30-3:20--Room E204

Welcome to THTR 7!

Goals

- To explore student interest in further theatrical study
- To engage in learning through games and exercises
- To craft founded characters and on-stage relationships
- To experiment with Improvisation, Viewpoints, and Moment Work to create stories
- To create a performative piece (either scripted or original) to share with the Columbus Academy community

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5. *Be Responsible*

What Will I Be Graded On?

Participation..... 10 points per week

Report Cards

Final grades will appear on report cards using the “OSU” scale: Outstanding, Satisfactory, Unsatisfactory.

O.....	95-100%
S+.....	85-94%
S.....	75-84%
S-.....	60-74%
U.....	59% or lower

Percentages are determined by comparing points earned by points possible. Grades will not be curved or rounded up.

Stay Connected

All work will be posted and completed on Google Classroom (7th THTR Elective)

How to contact Mrs. Eads:

Please let me know if you ever have questions or concerns. I will respond within 24 hours during the school week. Email: eadsw@columbusacademy.org

Other Important Classroom Policies

- Late work will receive a 1 point deduction per day after due date.
- Students will create their own work. Plagiarism will receive an “incomplete”
- Safety is top priority. When working with tools and materials, students should freeze and alert Mrs. Eads or Mr. Mena if ever feeling unsafe or unsure.
- If a student is tardy, they will lose 1 point per occurrence, applied to the week’s exit slip

Columbus Academy Middle School
7th & 8th Grade Concert Bands
2018-2019

The goal of the Middle School Concert Band is to be not only a performing ensemble but to solidify many of the fundamental principles for playing in a concert band. Intonation, rhythmic reading, technical facility, as well as balance and blend will be the key elements for this band class.

The performance side of our band will be three to five songs on a concert, two concerts a year with the possibility of going to contest. These songs will consist of marches, lyrical pieces, and traditional concert band selections. Occasionally, a commercial “movie” piece will be performed as well. Students will be graded on this music throughout the year, usually by recording but occasionally in front of the class.

The fundamentals side of the class will also be graded by recording or in front of the group. The final type of evaluation will be written work such as rhythmic notation, scale identification, and terms. All of the fundamentals will be taught within the class period. However, outside help, such as private lessons or a meeting with Mrs. Sneeringer outside of class time, is encouraged.

Extra Credit will be given for attending an approved musical event, handing in a program, and writing a one-page summary of the performance. This will count during the quarter that the performance was attended. Approved events are the Columbus Symphony Orchestra, the Columbus Jazz Orchestra, the Brass Band of Columbus, the Central Ohio Brass Band, the Ohio State University Wind Symphony, the Capital University Chamber Winds, the Worthington Civic band, Vaughn Weister’s Famous Jazz Orchestra, and the Columbus ProMusica Chamber Orchestra. Any other performing groups should be approved by Mrs. Sneeringer. **There is NO limit on extra credit!**

Grading Policies

A grading rubric is included in this packet. Please take a moment to review it with your child. If a student is doing everything he or she is asked to do but not going above and beyond, an “S+” should be the expected grade. A grade of “Outstanding” is reserved for truly exceptional achievement in Band. Grades of “Satisfactory” mean that the student is familiar with the material but is not putting in the effort needed to progress at an acceptable rate. Grades of “S-“ or “U” indicate that intervention is required.

Most 7th & 8th Grade playing tests will be done using an iPad. Some tests will occur during class.

Grading Scale

25% Daily Participation (**having music, instrument, supplies, pencil, being on time and prepared, having good rehearsal technique/behavior**)

25% Evaluation (playing, written tests)

25% Practice (there is no practice log, though weekly assignments will go out- this category will be evaluated during class)

25% Performance Participation (In a quarter without a concert, this category will not count, leaving the other 3 categories counting as 33% each.)

***In quarters without performances, that category will be excluded in grading.

Attendance Policy

As a band, we depend on each other like teammates. In order to ensure the best possible quality group good attendance is strictly enforced.

Performance Dates for the Middle School ensembles are as follows:

November 15th, 7pm.....Concert Band Concert (7-12)

April 13th, Individual Times TBA.....MS OMEA Solo and Ensemble (7th&8th)

May 15th, 7pm.....Middle School Band Concert

May 17th or 18th (TBD), All Day.....8th Grade Band to Kings' Island

Please add these dates to your family's calendar. Band members are required to be present for all concerts/performances. If at all possible, Mrs. Sneeringer needs to be notified of excused absences two weeks before a performance. This is to ensure that an appropriate substitution can be made so the rest of the ensemble is not affected. Academy excused absences are:

- Illness of the student on day of performance
- Death in the family
- Religious Observance
- An emergency situation requiring immediate attention

If the student's absence is excused, the missed performance will have to be made up. Because it is impossible to recreate the setting of a concert the student will make up the missed performance by writing a 1-2 page research paper on a topic that is relevant to the concert music performed and is assigned by Mrs. Sneeringer.

If the student's absence is *unexcused* no make-up will be offered. **There are no exceptions.**

Fall Concert Dress

Girls: Black slacks or skirt, white blouse, black dress shoes (skirt must be at least knee-length or student will be sent home)

Boys: Black slacks, white button-down shirt, black dress shoes, black socks. Tie is optional.

***No T-Shirts, Jeans, or Tennis Shoes, please.

Seventh-grade Viking Choir

Amy Brooks

Brooksa@columbusacademy.org

GRADES

1.) Rehearsal Grade and Singing Checks

90 points

These points are based on participation and contribution to rehearsal. Not meeting the EXPECTATIONS will cause points to be deducted from this score. Points are recorded as follows:

- Voice tracking: 10 Points
 - Voice tracking is not a scary thing and you cannot fail this activity. You are awarded points for simply completing the task. Each student will perform a variety of very simple warm-ups and their range will be recorded. We will do this once a quarter. This is a fun way to see how much your voice actually changes through the year and it helps us understand our vocal instrument.
- Singing Checks 10 Points
 - Students will sing with a partner of their same voice part. The material will be based off of the music we learn in rehearsals.

2.) Music Theory Graded Assignments

10 points

This year, each singer will have music theory activities designed for singers that we will use in rehearsal. There will also be listening activities and reflections throughout the year for the singers to expand their knowledge. This will help us to become an even better choir. There will be 2 graded music exploration activities per grading quarter.

3.) Performance Grade / Sight Reading Grade

50 points

40 points Concert Performance

10 points Concert Reflection (completed the following class meeting)

TOTAL – 160 points per quarter

158-160 points = OUTSTANDING

155-157 points = S+

152-154 points = S

149-151 points = S-

148 points and below = Unsatisfactory

Concert Attendance Policy

Each and every member is a vital part of every successful performance. Be certain to post the list of concert dates in an important place.

Unexcused absences from a concert will result in 0 points awarded for the Concert Performance and 0 points awarded for the Concert Reflection.

Excused absences are those defined by the Columbus Academy Handbook. A parent written and signed note or email must be submitted on the next school day the singer is present. The student will then be assigned a make-up assignment. In order to receive the 50 Concert Performance points, this make-up assignment must be submitted exactly *one week* from the date of the missed concert. The student must take the responsibility of turning in a note, procuring the assignment and turning it in.

CONCERT ATTIRE

Choir t-shirt, khaki pants/ skirts and shoes with a sole

We will be using the Black MS Choir T-Shirts. If you have one from last year and it still fits – you do not need to order a new shirt. If you need a MS Choir Shirt, please submit that order on the return sheet at the end of this packet. The cost is \$20. Please contact Mr. Arnold, Head of the Middle School if the cost is prohibitive.

7TH GRADE CHOIR CALENDAR OF EVENTS 2018-2019

EVENT	DATE	TIME	PLACE
6-8 MS Fall Concert	November 8	7pm	Theater
6-8 Spring Concert	May 8	7PM	Theater

Columbus Academy 6-8th Grade Orchestra Syllabus

Mr. Wong

2018 – 2019

Welcome to Middle School Orchestra! I look forward to leading an orchestra where we can both perform at a high level and also learn and grow as students and musicians. I expect each student to use what is learned in class and practice at home to further his or her playing ability and knowledge of intonation, rhythm, musicality, dynamic range, and many other fundamental musical ideas.

Our performances will be three to five pieces per concert, two concerts per year with the possibility of going to a contest. These pieces will vary stylistically, ranging from classical or romantic movements, to pop/rock tunes. Students will be graded by submitting recordings of themselves playing excerpts from these pieces or performing in class. Students will be notified ahead of time of sections that need to be recorded so that proper practice time can be allotted.

Scales, exercises or etudes, and writing assignments will also be used to grade students on musical fundamentals. These fundamentals will be taught in class, but having a private teacher is highly recommended. A list of recommended teachers will be provided. Mr. Wong will also be available for assistance outside of class time. It is encouraged that you seek assistance outside of class.

Extra credit may be obtained by going to an approved concert, handing in a program, and writing a response to the concert, with observations, likes or dislikes, and other ideas regarding the performance. This will count during the quarter that the performance was attended. Approved events include the Columbus Symphony Orchestra, ProMusica Chamber Orchestra, Chamber Music Columbus, Opera Project Columbus, or The New Albany Symphony. Any other performing groups should be approved by Mr. Wong. Please feel free to attend as many concerts as you are able. Extra credit is unlimited and attending concerts is highly encouraged!

Grading Policies

A grading rubric is included in this packet. Please go over it with your child. If a student is doing everything he or she is asked to do but not going above and beyond, an “S+” should be the expected grade. A grade of “Outstanding” is reserved for truly exceptional achievement. Grades of “Satisfactory” mean that the student is familiar with the material but is not putting in the effort needed to progress at an acceptable rate. Grades of “S-“ or “U” indicate that intervention is required. Most 7th & 8th Grade playing tests will be done using an iPad. Some tests will occur during class.

Grading Scale

25% Daily Participation (**having music, instrument, supplies, pencil, being on time and prepared, having good rehearsal technique/behavior**)

25% Evaluation (playing, written tests)

25% Practice (there is no practice log, though weekly assignments will go out- this category will be evaluated during class)

The Reinberger Middle School Library 2018-19

Librarians: Stacy Nockowitz and Patricia Killoren
(614.509.2266)

Email: nockowitz@columbusacademy.org
KillorenP@columbusacademy.org

The mission of the Reinberger Middle School Library media program is to ensure that students and staff are effective users of ideas, resources, and information in order to become independent, lifelong learners pursuing intellectual curiosity and creativity.

The Reinberger Middle School Library, now located on the upper level of Van Syckel Hall, primarily serves faculty and students in grades 6-8. All members of the Academy community are welcome to use the library between 7:30 am and 3:40 pm. Small groups of students visit the library as needed for the purposes of reading, browsing, using technology, researching, planning projects for which library materials will be used, and checking out and returning materials. Whole class visits are planned, implemented, and scheduled cooperatively by the teachers and the librarians as information skills are woven into the content of the classroom curriculum.

Check-Out Period

Non-reference library materials are loaned for a three-week period and may be renewed if another user has not requested them.

Overdue and Lost Items

The Language Arts teachers receive and post an overdue list each week, and overdue notices are given to the advisors. Advisors then give these to the students. It is the student's responsibility to "clear" the overdue by returning the materials, reporting a circulation error, or bringing a note to the librarians signed by a parent, stating that the materials are lost. If lost materials are not found and returned by the end of June, parents are charged for the replacement cost, including processing. Replacement costs are charged immediately for materials damaged beyond repair.

Reinberger Libraries Online

Please visit the Middle School Library Libguide at <http://libguides.columbusacademy.org/middle> or the MS Library Moodle page to access our library catalog online. The library also provides electronic resources for the CA community through our Moodle page. These databases and resources are accessible to students at school or at home. We encourage the appropriate use of technology in the library, and information literacy skills are an essential part library instruction.

Birthday Books

Our birthday book program offers you the opportunity to purchase a new book for our collection in honor of your child's birthday. You will receive additional information about this program in the mail.



Columbus Academy Physical Education



<i>Teachers:</i>	Ms. Heather Gepper	(gepperh@columbusacademy.org)
	Mr. Robin Miller	(millerr@columbusacademy.org)
	Mr. Ron Leach	(leachr@columbusacademy.org)
	Mr. Matt Thompson	(thompsonm@columbusacademy.org)
	Mr. Neal O'Brien	(obrienn@columbusacademy.org)

The primary goal of our physical education program is to engage students of all ability levels in physical activity. Classes are designed to include components of physical fitness and skill-building exercises. Emphasis in all classes will be placed on individual improvement and the practice of good sportsmanship. It is our belief that with proper instruction and motivation, students can increase their skill level, participate with a healthy blend of competition and cooperation, and develop an intrinsic motivation to stay fit and active well throughout their lives.

Columbus Academy Physical Education Program Overview:

The main goal of Physical Education at Columbus Academy is to provide opportunities for students to learn skills that will enable them to create a healthy lifestyle. The acquisition of physical skill and knowledge provides a foundation for enjoyment of physical activity, fosters social development and promotes a physically active lifestyle.

Our curriculum is centered on three key teaching components:

1. Development of movement skills and overall fitness
2. Conceptual development of games and sport
3. Development of social skills

Development of movement skills and overall fitness:

Physical education is based on movement and activity. Students need to learn motor skills and understand the fundamentals of movement. Students need to understand what physical fitness is and how they can improve and maintain their overall fitness. In the elementary PE the student's primary focus is on physical skill development and enjoyment gained through physical activity. We introduce skills and fitness concepts at age appropriate levels with our main emphasis on personal growth. In the middle school, participation in PE continues to develop motor skills and fitness concepts with a higher level of difficulty, while also providing many opportunities for social interaction and group membership. In upper school we currently encourage students to seek skill and fitness development in interscholastic athletics. We would like to explore additional paths to help our high school students engage in life-long activities that promote health, skill acquisition, general fitness and socialization.

Conceptual development of games and sport:

Physical education games and sport require students to use not only their bodies when executing skills, but their minds as well. Teaching the concepts behind the physical outcome empowers students to perform skills at a higher level because they understand how to control certain aspects of the skill environment. Students learn to manipulate the speed, force and timing of skills. When playing games and sports, students must also use their minds to implement strategies and understand rules in order to have a successful outcome.

Development of social skills:

Physical education provides a unique setting to foster social skill development. Students learn appropriate social behaviors by working both independently and with others during activity. Concepts covered at every grade level to varying degrees are: how to provide positive leadership, how to follow, how to work together as a team, cooperation skills, positive communication skills, respect for others of all abilities and good sportsmanship skills. Social skill development is an integral part of the PE curriculum as it greatly affects every student's experience in PE.

Seventh and Eighth Grade Physical Education

Physical education in the seventh and eighth grade reviews the basic sport skills and concepts taught in previous grades. Students have the flexibility to choose activities that are of interest to them through an elective system. Several lifetime sports activities are required, such as tennis, badminton, weight training, volleyball, swimming, personal fitness and softball to name a few.

Goals and Objectives:

1. To refine and improve eye-hand-foot coordination skills.
2. To gain body control through competitive activities
3. To participate in activities and games safely
4. To improve/maintain personal physical fitness.
5. To learn fundamental game concepts of competitive sports.
6. To learn activities that can be performed well into adulthood.
6. To demonstrate good citizenship in class and games.
7. To have fun!

Mandatory Course Offerings:

<u>Unit:</u>	<u>Skills and Activities:</u>	<u>Unit:</u>	<u>Skills and Activities:</u>
Physical Fitness	Upper body Strength Abdominal Strength Speed and Agility Cardiovascular Endurance Flexibility	Basketball	Ball Handling Skills Dribbling Passing Shooting Mini Games
Soccer	Dribbling Passing/Receiving Footwork Heading Shooting on Goal Goaltending Modified Games	Volleyball	Rotation and Scoring Set, Pass, Spike Underhand and Hit Serve Modified Games Games
Swimming	Review Strokes Lap Swims Treading Water Kick Board Exercises Relays Water Basketball and Polo	Group Games	Team Building Skills Cooperation Skills Sportsmanship
Fitness	Heart Rate - Target/Max. Circuit Training Ladders	Badminton	Shuttle Control Forehand and Backhand Serve Footwork Partner Rallies Individual /Doubles Play Scoring
Tennis	Grip/Stance Forehand and Backhand Serve Volley Singles and Doubles Play Mini-Games Stance	Track and Field	Shot Put and Discus High and Long Jump Relays Hurdles Starting Blocks
Softball	Fielding Base Running Rules and Strategy Games	Weight Training	Upper Body Exercises Lower Body Exercises Abdominal Exercise Cardiovascular Fitness

Elective Offerings: The following units are offered at various times throughout the year. Students can choose in which activity they would like to participate. The skills and activities for each unit can be found in the fifth and sixth grade course offerings.

Football	Wrestling
Lacrosse	Floor Hockey
Field Hockey	Ultimate Frisbee
Group Games	Create Your Own Game

Student's grades are based on participation, preparation (having PE uniform and shoes), attitude, and performance/improvement. They MUST have their footwear and proper PE uniform EVERY class and MUST keep it safely locked in their school-issued lock/locker!

2 dress cuts (2 days without proper PE uniform & footwear) = 1 drop in grade (i.e. 'O' to an 'S+' or 'S' to an 'S-')