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**Mission Statement**

Stoller Middle School is committed to promoting a safe, supportive learning community that fosters high academic achievement and lifelong learning.

**District Goal for 2010-15:**

All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

# Class Description for Enrichment

2015-2016 School Year

**Welcome to the 2015-2016 school year here at Stoller Middle School and welcome to Enrichment!** I hope you will find this class syllabus helpful in understanding what we will be learning and how your child's academic and behavior progress will be determined and reported. Enrichment is an every day class for the majority of students. Your child will have Enrichment with one teacher on A days and a different teacher on B days.

We believe that reading is an active practice. Each Enrichment class will begin with 10-15 minutes of Silent Sustained Reading. Students are expected to bring their own reading material to their Enrichment classes each day. Students may be asked to write about or discuss the reading they do in class. Students will log their Enrichment class reading in their daily planners. Because Enrichment class is designed to support students' reading skills across the curriculum and not add to their workload, there will be no homework from the Enrichment class.

The focus of each Enrichment class will be reading strategies with the understanding that students are progressing from "learning to read" (elementary school) to "reading to learn" (middle school and beyond.) As students progress through the year, they will learn to comprehend increasingly complex literary and informational texts. In addition, many teachers will teach reading strategies through the lens of a specific content theme.

**Academic Learning Targets (ALT) for Enrichment:** Your student's Enrichment class will meet the following standards adopted by the Beaverton School District.

***Students will be able to read closely to ...***

- determine what the text says explicitly and make logical inferences from it.
- cite specific textual evidence when writing or speaking to support conclusions drawn from text.
- determine central ideas or themes of a text.
- analyze the development of themes.
- summarize key supporting details and ideas.

**Assessment and Grading:** Students in the Enrichment classes will receive either an "S" (Satisfactory) or "U" (Unsatisfactory) grade based on the **Behavior Learning Targets** listed below.

*I can manage my responsibilities as a student.*

- I turn in work on time.
- I turn in completed work.
- I break down large tasks into smaller, manageable parts.
- I use my class time appropriately.
- I prepare for class with necessary materials and am ready to learn.
- I complete my makeup work in a timely manner.
- I use a system for tracking my assignments.
- I use strategies regularly to prepare for assessments.
- I follow directions accurately.
- I demonstrate quality craftsmanship in my work.

*I can self-direct my learning.*

- I can use rubrics to accurately assess my progress toward learning targets.
- I can identify my current academic strengths and areas where growth is needed.
- I can set and achieve goals.
- I can develop a plan to achieve my goals.
- I can implement and adjust as necessary.
- I can persist with a task that takes a great deal of effort.
- I can persist with a task over an extended period of time.
- I can persist with tasks where the answer is not apparent.
- I can utilize a variety of sources to find help or to make up for absences.
- I can articulate specific areas in which I need help.
- I can advocate for myself.

*I can communicate and work effectively within a team or group.*

- I show my commitment to the group goals through my active participation/engagement.
- I listen respectfully and acknowledge the contributions of others.
- I share my ideas honestly and clearly.
- I contribute to creating a safe learning environment for all.
- I respect points of view that differ from my own.
- I work within my team to break down large tasks into smaller, manageable parts.
- I work with my group to identify when changes are necessary.
- I adapt to changes in the group process with a positive attitude.

**Communication:** Our best line of communication is through your child. Middle school is a time when students learn a variety of skills for organization and ways to advocate for their own learning. Check your child's planner to see their progress in class and if there are further questions or concerns please feel free to contact me.