



# **CENTRAL MIDDLE SCHOOL**

**Inspiring each student every day**

## **CURRICULUM GUIDE**

**2020 - 2021**

**i-Learn@EP**

*Individualized and Engaging Digital Learning Environment*

**Central Middle School**

**Grades 7 & 8**

8025 School Road  
Eden Prairie, MN 55344

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**CENTRAL MIDDLE SCHOOL**  
Independent School District No. 272

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8025 School Road  
Eden Prairie, MN 55344  
(952) 975-7300  
[edenpr.org/cms](http://edenpr.org/cms)

<b>Superintendent</b>	Dr. Josh Swanson
<b>Assistant Superintendent</b>	Dr. Stacie Stanley
<b>Principal</b>	Mr. Nathan Swenson
<b>Associate Principal</b>	Mr. Richard Larson
<b>Deans of Students</b>	Ms. Kristine Myers Mr. Brandon Tagg
<b>Counselors</b>	Ms. Stephanie Bender Ms. Jennifer Hanson Ms. Gretchen Schuett Mr. Randy Thompson
<b>Social Worker</b>	Ms. Linda Yelland
<b>School Psychologist</b>	Ms. Georgi Speliopoulous
<b>Board of Education</b>	Mr. Aaron Casper Mr. Debjyoti Dwivedy Ms. Elaine Larabee Ms. Holly Link Mr. Adam Seidel Ms. Veronica Stoltz Ms. Terri Swartout

## INTRODUCTION

The curriculum guide provides descriptions of required and exploratory courses offered at CMS. Register for courses that are suitable for your ability level. One of the keys to success at CMS is selecting courses that interest, challenge and inspire you to achieve more.

If you or your parents have any questions regarding the right course for you, please contact CMS so a staff member can assist in the decision making process.

## PHILOSOPHY

We believe that education is important, teachers are professionals and the school is a valid institution of learning. Education will provide for physical, emotional, social and intellectual growth and individuality.

Middle school students are unique. They are in varied stages of physical change. They experience emotional uncertainties, including an increasing sense of isolation as well as a need to belong. Intellectually, they are eager to test new skills and knowledge— while also seeking security and encouragement. Our school will respond with a positive learning environment which provides for these individual differences.

In addition, the middle school is a transition between the elementary and high school. We must provide a nurturing learning environment which encourages growing independence and exploration while students develop habits, attitudes, skills, appreciations and ideas essential for a lifetime of learning. This environment will be caring, exciting, challenging and comforting. We strive to provide a model for responsible adult behavior while allowing for the activity of youthful enthusiasm.

CMS is a vital part of the total community. We encourage a partnership among school, home and the greater community by encouraging involvement, cooperation, responsibility and communication. We believe the staff at CMS is empowered to have substantial impact on the system of learning and we encourage cooperation, collaboration, innovation and support among staff members.

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## TABLE OF CONTENTS

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Student Support Services	6 - 7
Special Education	8 - 9
Gifted/Talented Program	10 - 12
CMS Course of Studies	13
<b>Course Descriptions</b>	
English	14 - 17
Math	18 - 21
Science	22 - 25
Social Studies	26 - 29
World Language	30 - 31
Music	32 - 35
AVID	36
IMPACT!	37
Technology Education	38
Physical Education	39
Health	40
Visual Arts	41
Registration Summary	42

## STUDENT SUPPORT SERVICES

### **ADVISOR/ADVISEE PROGRAM**

Students are assigned to a certified staff member through the CMS Advisor/Advisee program. The students begin each day with their Advisor group for attendance and daily announcements. Advisor time is designed to build relationships amongst peers and between students and staff. The Advisor also provides open communication between parents, teachers and students at CMS.

### **COUNSELING**

Our counselors provide academic and social/emotional support to students and families. Each team is assigned a counselor to work with the students, teachers and parents on the team. Parents, students and teachers can request meetings with their student's counselor if they have a concern. Our counselors have experience with a variety of issues which can impact students and families at this age. Some of these issues include anxiety, depression, conflict, family changes, grief, anger, healthy relationships, communication, personal safety and academic struggles. If you or your child need more information about our counseling services, please call (952) 975-7330.

### **SUCCESS CENTER**

Success Center is a quiet place to go after school to do homework, work on a project, study for a test or read quietly. Teachers may make referrals to the Success Center for students by indicating what work needs to be completed. Open to all CMS students, Success Center is available Mondays, Tuesdays and Thursdays from 2:25 – 3:50 p.m.  
Supervisor: Mr. Jensen, Room 107.

### **HEALTH SERVICES**

The Health Services department includes a Licensed School Nurse (RN) and Health Services Assistants who work together to meet the health needs of all students at CMS. They monitor and update health files on each student at CMS, conduct annual vision, hearing and scoliosis screenings for 7<sup>th</sup> graders and monitor & provide information regarding communicable diseases. The School Nurse plans for the ongoing direct services for chronically ill or medically fragile students requiring medical procedures. In addition, the School Nurse serves as a resource, consultant and team member with staff and community. The Health Services Assistant is the first point of contact for students who become ill or have health concerns and they administer medications according to physician orders and parent request. They are certified in CPR and first aid to assess and provide immediate care for injured students.

## STUDENT SUPPORT SERVICES

### **SOCIAL WORK SERVICES**

The CMS Social Worker supports the emotional/social growth of adolescents through work with families to address concerns and facilitate connections to necessary social and mental health services in the community.

### **ALTERNATIVE LEARNING PROGRAM (ALP)**

Alternative Learning Program classes are designed to support learners who, for a variety of reasons, are struggling in school. ALP Math & ALP English are designed to meet MN state standards.

- ALP Math
- ALP English

All courses are taught by teachers certified in their subject matter and offer smaller class sizes to allow for a more individualized & interactive learning experience.

### **WORKSHOP CLASSES**

Students whose math and/or reading skills are significantly below grade level and are unable to perform successfully in a general education classroom are eligible for workshop classes. ELD students benefit from enrollment in workshop classes with full ELD support. These courses require testing and are not open registration options for all students.

### **HOMEBOUND INSTRUCTION**

Homebound instruction is available for individual students confined to their homes or a hospital for an extended period. This service may begin after 15 days of absenteeism with approval of physician. To begin this service, contact the Special Services Department at (952) 975-7043.

### **ENGLISH LANGUAGE DEVELOPMENT PROGRAM (ELD)**

English Language Development (ELD) courses are offered to English learners to provide support while students are acquiring social and academic English. Students are placed into a leveled ELD class based on the ACCESS test results, teacher recommendations, grades and student needs for support. ELD classes focus on reading, writing, speaking and listening. Classes are developed to align with mainstream class content and ensure students have the academic skills necessary to fully participate in their mainstream classes. ELD teachers also provide support to many students in their mainstream classes by collaborating and consulting with mainstream teachers. Students who score 4.5 or higher on the ACCESS test are not eligible for ELD services.

## SPECIAL EDUCATION

As we strive to meet the needs of all students, specialized services and instructional support are available to accommodate unique learning needs. Please review some of the services below and note that some are only available through referral process and/or testing. For more information, please call our CMS Special Education Lead, Erin Watt at (952) 975-7389.

Students who meet state criteria in at least one of 13 disability areas, and demonstrate an educational need, are eligible for Special Education Services. State recognized disability areas include: specific learning disabilities, autism spectrum disorder, developmental cognitive disability, physically impaired, traumatic brain injury, speech/language impairment, vision/hearing impairment and emotional/behavior disorder.

A team consisting of parents, teachers and the student is built to collaborate and develop an **Individual Education Program (IEP)** which provides guidance for meeting the student's needs.

CMS provides a continuum of services based upon individual student needs. Students may receive special education service in the general education classroom or in a small class setting depending upon where their educational needs are best met. Services in these settings may be provided by special education staff in a variety of ways:

- Collaborating with a team of classroom teachers and paraprofessionals to plan instruction for students with disabilities.
- Partnering with general education instructors in various subject areas to provide access to the general education curriculum.
- Working directly with students on specific skill development and promotion of self-advocacy skills.
- Monitoring and accommodating for student progress in the general curriculum.

Schedules for students with an active IEP are determined based on the needs and services outlined in the IEP. A range of services and supports are available at CMS, from students independently participating in general education classes to self-contained settings.

### **Inclusion Classes for Core Curriculum**

Inclusion classes are general education classes, taught by the general education teacher with additional adult support in the class to aid students with an active IEP (special education teacher or paraprofessional). Students with an IEP enrolled in Inclusion English or Inclusion Math are performing at or near grade level, but require additional support with skills such as organization, writing mechanics, task completion, breaking down concepts, reading support, test modifications, etc.



## SPECIAL EDUCATION

### **Essentials Classes**

Math Essentials and English Essentials classes are taught by a special education teacher in a small group setting. Students are grouped based on their skill level, resulting in several different levels of essentials class offerings. Essentials classes may follow the general education curriculum at a regulated pace, although class content varies based on student-specific needs and IEP goals/objectives.

**English Essentials** sections work directly on developing reading and writing skills, as well as foundational English skills, which students may lack due to emotional, behavioral or academic needs.

**Math Essentials** provides support for basic math skill development while working toward grade level standards.

### **Level III Behavioral Support**

CMS has a Level III Behavioral Support Program designed for students that require a significant and consistent level of a social/emotional/behavioral support during the school day. All core academic classes are taught by special education staff in the self-contained class, presenting general education material in a small group setting, with modifications based on student needs. All students in this program have a current FBA and PBSP as part of their IEP. Students who may access this program were likely in the SOAR program in 6th grade, or spent the majority of the school day in a resource room setting despite having at, or close to, grade level skills. Special education classes are taught parallel to a general education class so that students can transition into a general education setting with support, as appropriate.

### **Basic/Foundational Classes (all core subjects- Math, English, Social Studies, Science)**

Basic and Foundational Skills classes are offered for students functioning significantly below grade level, which is predominantly our cognitively impaired population. These classes are taught by a DCD teacher in a small group setting, focusing on essential learning targets, while incorporating functional life skills into the curriculum.

# GIFTED AND TALENTED PROGRAM

Enriched Courses deliver grade-level standards with rigorous course-work and high-level discussions, with an emphasis on independent learning. Students may self-select these courses using the following guidelines.

## **Enriched English and Enriched Social Studies 7**

Successful students typically have:

- MCA Reading score of Exceeds
- Strong verbal skills and writing ability
- Above grade level reading ability
- Motivation with ability to persevere

## **Enriched Science 7**

Successful students typically have:

- MCA Reading score of Exceeds
- Strong verbal skills and writing ability
- Above grade level reading ability
- Motivation with ability to persevere

## **Enriched English and Enriched Social Studies 8**

Successful students typically have:

- MCA Reading score of Exceeds
- Strong verbal skills and writing ability
- Above grade level reading ability
- Motivation with ability to persevere

## **Enriched Science 8**

Successful students typically have:

- MCA Reading & Math score of Exceeds
- Strong verbal skills and writing ability
- Above grade level reading ability
- Strong math skills
- Motivation with ability to persevere

## **Honors Algebra 8**

Honors Algebra differs in content from regular Algebra with the inclusion of additional concepts (Quadratics) taught at a faster pace. This course is designed as preparation for Honors math courses at the high school.

Successful students typically:

- Have MCA Math score of Exceeds
- Understand mathematical concepts quickly
- Need minimal additional support
- Are motivated and have ability to persevere

## GIFTED AND TALENTED PROGRAM

Advanced Courses are designed for MOSAIC and other highly capable students. These courses provide grade-level standards with more rigor than Enriched classes including advanced discussions and research projects using more abstract and interdisciplinary thinking. Advanced courses are available to MOSAIC students while other students must meet the criteria listed below.

### Advanced English 7 and Advanced Social Studies 7

- Successful completion of writing assessment AND
- FastBridge Reading (Winter) of a minimum score of 568 OR
- MCA Reading (previous year) of a minimum score of 590

### Advanced Science 7

- Advanced English/Social Studies criteria AND
- Enrollment in a grade-accelerated math class OR
- FastBridge Math (Winter) of a minimum score of 244 OR
- MCA Math (previous year) of a minimum score of 590

### Advanced English 8 and Advanced Social Studies 8

- Successful completion of writing assessment AND
- FastBridge Reading (Winter) of a minimum score of 575 OR
- MCA Reading (previous year) of a minimum score of 690

### Advanced Science 8

- Advanced English/Social Studies criteria AND
- Enrollment in a grade-accelerated math class OR
- FastBridge Math (Winter) of a minimum score of 244 OR
- MCA Reading (previous year) of a minimum score of 690

Accelerated (Above Grade level) Math Courses are available for qualified students who have completed prerequisite classes or have shown mastery of standards.

Honors Algebra 7 is for students who have completed Pre-Algebra. Honors Geometry 8 is for students who have completed Honors Algebra (Linear and Quadratic).

Students who have completed high-school level Geometry will take their math course at the high school. Students may have to forgo some desired courses due to differing daily schedules at each school. Please contact CMS for more information.

## GIFTED AND TALENTED PROGRAM

### **Mastery of Standards**

If course placement cannot be determined by previous coursework, students may be assessed on their mastery of standards to determine the appropriate class. In order to maximize the possibility of an optimal schedule all assessments must be completed by August 15 for the following school year. Due to scheduling factors such as class size, availability and overall scheduling limitations, students are not guaranteed enrollment in a given course. For this reason, the assessment should be completed as early as possible. Please contact CMS for more information.

### **Additional Opportunities**

University of Minnesota Talented Youth Mathematics Program (UMTYMP) provides a tuition-based accelerated math program in the evening for exceptional math students. Students in this program will have a study period instead a math class at CMS. Testing is in the spring. Find more information at <http://www.mathcep.umn.edu/umtymp>

Some students may choose online course options, at their expense, for remediation or acceleration purposes. CMS will accept completion under certain guidelines.

For more information, please contact Alison Miller, CMS Gifted and Talented Coordinator.

Phone: 952-975-7342

Email: [Alison\\_Miller@edenpr.k12.mn.us](mailto:Alison_Miller@edenpr.k12.mn.us)

## CMS COURSE OF STUDIES

CMS offers a required core curriculum that follows standards set by the state of Minnesota. In addition to the grade level course options, we have designed some enriched courses for those who seek a more challenging educational experience. Students may select their World Language and Music options, which will alternate daily throughout the year. Your academic career at CMS will allow you to increase your knowledge, explore your independence and experience tremendous growth as a middle school student.

### **REQUIRED YEAR-LONG COURSES**

ENGLISH  
MATH  
SCIENCE  
SOCIAL STUDIES

### **STUDENT CHOICE YEAR-LONG COURSES**

WORLD LANGUAGE  
MUSIC

### **REQUIRED QUARTER COURSES**

PHYSICAL EDUCATION  
HEALTH  
ART  
IMPACT! (7TH Grade)  
TECHNOLOGY EDUCATION (8TH Grade)

Students interested in a more challenging experience should read through the enriched course options. Students who possess the skill-set, dedication and interest in these courses may select those courses during registration.

Please consider your choices carefully. Due to factors such as class size, availability and overall scheduling limitations, students are not guaranteed enrollment in a given course.

## ENGLISH 7 & ENRICHED ENGLISH 7

**English 7** coursework implements a variety of processes and activities to guide students in developing their communication skills. This includes: clear writing, critical reading, thoughtful listening and speaking fluently. Literary elements are studied through novels, dramas, short stories and poetry. Independent reading is required and encouraged both in and outside of the classroom.

**Enriched English 7** is for the student who performs above grade-level and eagerly accepts the challenge of rigorous coursework. Students in this course have the maturity and ambition to work at a faster pace with less teacher direction at times. **Entrance Guidelines:** MCA Reading Score of Exceeds, strong written and verbal skills, above grade level reading ability and motivation with ability to persevere.

### **Outcomes & Objectives**

- Use digital tools to enhance learning
- Analyze texts for central ideas, purpose, point of view, mood, tone and other literary elements
- Support ideas with research and cite sources
- Research several sources to answer a question
- Expand vocabulary and interpret figures of speech
- Create concise pieces of writing that are organized and edited
- Engage in collaborative discussions
- Present formally in small and large groups
- Become skilled and informed conversationalists
- Develop lifelong enjoyment of reading for pleasure
- Continue writing to process thoughts and ideas

### **Registration Options**

**7th Grade: English 7 or Enriched English 7**

## ADVANCED ENGLISH 7

**Advanced English 7** is for students working well above grade level, generally the incoming Mosaic and newly identified gifted and talented students, as the coursework and pacing differ significantly from Enriched English. Students in this course must have a firm grasp of writing conventions and require little help in the structure and organization of writing. Advanced English includes an emphasis on individualized education and concluding capstone projects that incorporate research and oral presentations. Student work is centered around clear writing, critical reading and thinking skills, thoughtful listening and fluent speaking. Literary elements are studied in the context of various novels, dramas, short stories and poetry. Independent reading is required and encouraged both inside and outside of the classroom setting. It has a strong element of creative synthesis and includes interdisciplinary ties to Advanced Social Studies.

**Entrance Criteria for Non-MOSAIC Students:** Successful completion of writing assessment **AND** FastBridge Reading (Winter) of a minimum score of 568 **OR** MCA Reading (previous year) of a minimum score of 590

### **Outcomes & Objectives**

- Create clear pieces of writing with topic sentences, supporting details, transitions and concluding statements.
- Write claims supported by reason and evidence
- Cite textual evidence to support a thesis statement or topic sentence in both fiction and nonfiction
- Determine an author's purpose and point of view in a text
- Research several sources to answer a question
- Utilize proper citations in an MLA format to credit sources
- Select a variety of books to enjoy and read independently
- Engage in a wide variety of collaborative discussions

### **Registration Option**

**7th Grade: Advanced English 7**

## ENGLISH 8 & ENRICHED ENGLISH 8

**English 8** coursework implements a variety of processes and activities to guide students in developing their communication skills. This includes: clear writing, critical reading, thoughtful listening and speaking fluently. Literary elements are studied through novels, dramas, short stories and poetry. Independent reading is required and encouraged both in and outside of the classroom.

**Enriched English 8** is for the accelerated student who performs above grade-level and eagerly accepts the challenge of rigorous coursework. Students in this course have the maturity and ambition to work at a faster pace with less teacher direction at times. **Entrance Guidelines:** MCA Reading Score of Exceeds, strong written and verbal skills, above average reading level and motivation with ability to persevere.

### **Outcomes & Objectives**

- Use digital tools to enhance learning
- Critically read texts for central ideas, purpose, point of view, mood, tone and other literary elements.
- Support ideas with research and cite sources
- Research several sources to answer a question
- Expand vocabulary and interpret figures of speech
- Create concise pieces of writing that are organized, edited and incorporate deft grammar, usage, spelling, figurative language and vocabulary skills
- Engage in collaborative discussions
- Present formally in small and large groups
- Enhance vocabulary strategies which incorporate parts of speech, prefixes, suffixes and context clues.

### **Registration Options**

**8th Grade: English 8 or Enriched English 8**



## ADVANCED ENGLISH 8

**Advanced English 8** is for students working well above grade level, generally—current gifted and talented students, as the coursework and pacing differ significantly from Enriched English. Students in this course must have a firm grasp of writing conventions and require little help in the structure and organization of writing. Advanced English includes an emphasis on individualized education and concluding capstone projects that incorporate research and oral presentations. Student work is centered around clear writing, critical reading and thinking skills, thoughtful listening and fluent speaking. Literary elements are studied in the context of various novels, dramas, short stories and poetry. Independent reading is required and encouraged both inside and outside of the classroom setting. It has a strong element of creative synthesis and includes interdisciplinary ties to Advanced Social Studies.

**Entrance Criteria for Non-Advanced Students:** Successful completion of writing assessment **AND** FastBridge Reading (Winter) of a minimum score of 575 **OR** MCA Reading (previous year) of a minimum score of 690.

### **Outcomes & Objectives**

- Create clear pieces of writing with topic sentences, supporting details, transitions and concluding statements.
- Write claims supported by reason and evidence
- Cite textual evidence to support a thesis statement or topic sentence in both fiction and nonfiction
- Determine an author's purpose and point of view in a text
- Research several sources to answer a question
- Utilize proper citations in an MLA format to credit sources
- Select a variety of books to enjoy and read independently
- Engage in a wide variety of collaborative discussions

### **Registration Option**

**8th Grade: Advanced English 8**

## PRE-ALGEBRA 7

**Pre-Algebra 7** integrates strategies that focus on conceptual and procedural learning with a goal of concept retention. The curriculum used, Big Ideas Math, provides a balanced approach of student led discovery and direct instruction. This approach opens doors to abstract thought, reasoning and inquiry as students persevere to answer the essential questions that drive instruction. Students are given step-by-step examples to complete the lessons. Students are provided the precise language and structure necessary to build mathematical understanding and proficiency. Successful completion of this course is preparation for 8<sup>th</sup> grade Algebra.

### **Outcomes & Objectives**

- Locate, compare, apply, and defend positive and negative rational numbers on a continuum in a variety of real-world situations.
- Add, subtract, multiply, and divide positive and negative integers using multiple strategies in a variety of real-world situations
- Add, subtract, multiply, and divide positive and negative rational numbers using multiple strategies in a variety of real-world situations
- Identify, represent, apply, and solve proportional relationships and interpret the results within real-world situations
- Identify and apply number properties to simplify numeric and algebraic expressions with rational numbers.
- Interpret, write, and then solve up to 2-step equations using the properties of equality including those in real-world contexts.

### **Registration Option**

**7th Grade: Pre-Algebra 7**

## HONORS ALGEBRA 7

**Honors Algebra 7** is accelerated grade level math for students who have mastered Pre-Algebra. Two sections of Honors Algebra are offered that cover all state standards through Linear and Quadratic Algebra. Students will be placed in the appropriate section determined by placement test data, parent/student survey data and 6th grade teacher recommendations. **Entrance Criteria: Completion of Pre-Algebra or mastery of standards.**

**Section 1**— Designed around the needs of Algebra-ready students who tend to process information more deliberately. Greater emphasis is given to conceptual understanding through activities and more examples are covered in class. Deliberate processors tend to focus more on procedures and subsequently attempt to memorize rules. Daily homework will have fewer problems as deliberate processors may need more time per problem.

**Section 2**—Designed around the needs of Algebra-ready students who tend to process information *very quickly*. These students tend to see few examples and are confidently ready to continue. There is a strong conceptual understanding so generalizing concepts to variations in new problems still results in homework completion in a reasonable amount of time.

### **Outcomes & Objectives**

- Solving linear equations
- Graphing and writing linear equations
- Solving linear inequalities
- Solving systems of linear equations
- Linear functions
- Exponential equations and functions
- Polynomial equations and factoring
- Graphing quadratic functions
- Solving quadratic equations
- Evaluating radical expressions and solving radical equations

### **Registration Option**

**7<sup>th</sup> Grade: Honors Algebra 7**

## ALGEBRA 8 & HONORS ALGEBRA 8

**Algebra 8** is supported by Big Ideas Math (Algebra) curriculum. Big Ideas Math integrates strategies that focus on conceptual and procedural learning with a goal of concept retention. Big Ideas Math delivers a unique and revolutionary curriculum providing a balanced instructional approach of discovery and direct instruction. This approach opens doors to abstract thought, reasoning and inquiry as students persevere to answer the Essential Questions that drive instruction. Clearly stepped-out examples complete the lesson and provide students with the precise language and structure necessary to build mathematical understanding and proficiency.

### **Honors Algebra 8**

Honors Algebra differs in content from regular Algebra with the addition of additional concepts (Quadratics) taught at a faster pace. This course is designed as preparation for Honors math courses at the high school.

**Entrance Criteria:** Minimum MCA Math score of Exceeds, understands mathematical concepts quickly, needs minimal additional support and motivation with ability to persevere,

### **Outcomes & Objectives**

- Solving Linear Equations
- Graphing and Writing Linear Equations
- Solving Linear inequalities
- Solving Systems of Linear Equations
- Linear Functions
- Exponential Equations and Functions
- Polynomial Equations and Factoring
- Graphing Quadratic Functions (Honors Algebra 8)
- Solving Quadratic Functions (Honors Algebra 8)

### **Registration Option**

**8th Grade: Algebra 8 or Honors Algebra 8**

## HONORS GEOMETRY 8

**Honors Geometry 8** is available for grade-level accelerated students who have successfully completed Honors Algebra and demonstrated proficiency on the Honors Algebra Exit Exam. We will study the language, logic and applications of Euclidean, transformational, coordinate and solid geometry. Students will analyze patterns used to measure the world around them in terms of space, shape, and size. **Entrance Criteria: Completion of Honors Algebra (Linear and Quadratic Algebra) or have shown mastery of standards.**

**Section 1**— Designed for students who tend to process information more deliberately and who might benefit from Algebraic review. Emphasis is given to conceptual understanding through activities and creating connections to develop a core understanding of material and move away from memorizing rules and procedures.

**Section 2**—Designed for students who tend to process information *very quickly* and have a strong Algebraic understanding. These students tend to see few examples and are confidently ready to continue. There is a strong conceptual understanding so students are able to generalize concepts and apply variations in new problems.

### Outcomes & Objectives

- Identify, solve, and determine angle measures using angle relationships.
- Develop and use properties of triangles and quadrilaterals to find side lengths and angle measures of polygons.
- Prove triangle congruence using flowchart proofs and the shortcut theorems of SSS, SAS, ASA, AAS.
- Apply basic properties of transformations and symmetry.
- Calculate the volume, surface area, and dimensions of various polygons and solids.
- Find side lengths and angle measures of right non-right triangles.
- Determine if polygons are similar by congruence and proportionality.
- Apply properties of segments in a circle and show relationships among chords, arcs, and angles of a circle.
- Communicate problem solving skills orally and in writing.
- Construct logical arguments, translate between numerical/algebraic relationships and special relationships.

### Registration Option

**8th Grade: Honors Geometry 8**

**Special Information:** *Honors Geometry is a high school course. Students grades for this course will be recorded on their high school transcript, however their grades will not be used in the calculation of their cumulative GPA.*

## SCIENCE 7 & ENRICHED SCIENCE 7

**Science 7** curriculum emphasizes hands-on, sequential experiences through which students discover important science concepts and develop laboratory and thinking skills. Science 7 concepts for study include investigations into the practice of science, planning and conducting controlled experiments, structure, function and classification of living things, cells, photosynthesis, cellular respiration, human body systems, ecology, genetics, evolution and introductory chemistry. Each student should have his/her own ruler, colored pencils, paper and folder for science class.

**Enriched Science 7** will move faster through certain content and more in depth in other areas. Students will be required to do more independent work and receive less teacher direction in the classroom. The concepts for study include investigations into the practice of science, planning and conducting controlled experiments, structure, function and classification of living things, cells, photosynthesis, cellular respiration, human body systems, ecology, genetics, evolution and introductory chemistry. **Entrance Guidelines:** Minimum MCA Reading score of Exceeds, strong verbal skills and writing ability, above grade level reading ability and motivation with ability to persevere.

### **Outcomes & Objectives**

- Students learn by “doing” science
- Students develop an understanding of basic science concepts through a sequence of lab activities that build on concepts and skills
- Students develop both basic thinking and creative thinking skills.

### **Registration Options**

**7<sup>th</sup> Grade: Science 7 or Enriched Science 7**

## ADVANCED SCIENCE 7

**Advanced Science 7** includes units on the practice of science, planning and conducting controlled experiments, structure, function and classification of living things, cells, photosynthesis, cellular respiration, human body systems, ecology, genetics, evolution and introductory chemistry. In addition to this foundational study, Advanced Science students will read, analyze and write summaries from several sources outside the normal science textbook.

This will include primary sources, current science news and books such as “Sand County Almanac” by Aldo Leopold. Students must be very comfortable with the application of algebra and advanced mathematical reasoning in a science setting. Collaboration is also key as some group projects will require a high degree of coordination and cooperation.

Successful Advanced Science Students are highly motivated, thrive on independent work and embrace challenges. While this may seem obvious, Advanced students should be passionate about science! The work involved in this course is quite intensive - a student who doesn't love science will likely find the expectations overwhelming.

**Entrance Criteria for Non-Mosaic Students:** Advanced English/Social Studies criteria **AND** Enrollment in a grade-accelerated math class **OR** FastBridge Math (Winter) of a minimum score of 244 **OR** MCA Math (previous year) of a minimum score of 590.

### **Outcomes & Objectives**

- Design, conduct and present a controlled experiment project
- Develop a deep understanding of essential concepts and phenomena from Life Sciences
- Write detailed analyses from the book “Sand County Almanac” and select chapters of “A Short History of Nearly Everything”.
- Participate in high level class discussions on current science events and complex scientific ideas

### **Registration Options**

**7<sup>th</sup> Grade: Advanced Science 7**

## SCIENCE 8 & ENRICHED SCIENCE 8

**Science 8** is an exploration of select topics from Earth Science, Physical Science and Experimental Design. Each of these units will include a variety of hands-on labs, multimedia simulations, animations and videos, along with more traditional textbook and print materials. Specific areas covered this year include geology, astronomy, meteorology, acids and bases, properties of matter, pressure, states of matter and experimental design. We emphasize hands-on sequential experiences through which students discover important science concepts and develop laboratory and critical thinking skills. During the year, students will be learning about these concepts as well as how science helps in understanding the world around them.

**Enriched Science 8** moves faster and goes more in depth in certain content areas. The science labs are mathematically more challenging and complex than Science 8 labs. Students complete several challenging reading and writing assignments. The course features less teacher direction, more independent work, an emphasis on higher level thinking and problem-solving skills and greater opportunity to work collaboratively with peers.

**Entrance Guidelines:** Minimum MCA Reading and Math scores of Exceeds, enrolled in Honors Algebra 8 or grade-accelerated math, strong verbal skills and writing ability, above grade level reading ability and motivation with ability to persevere.

### **Outcomes & Objectives**

- Practice the scientific investigation process: predict, carry out procedures, analyze data and summarize results.
- Explore important concepts and phenomena related to Astronomy, Geology, Meteorology and Experimental Design
- Build an understanding of acids and bases, density and buoyancy, fluid pressure and changes of states and matter through experimental data and mathematical analysis
- Develop both basic reasoning and creative thinking skills
- Collaborate with group members to collect and analyze lab data
- All 8th graders will complete an independent STREAM project.  
(Science, Technology, Research, Engineering, Art, Math)

### **Registration Options**

**8<sup>th</sup> Grade: Science 8 or Enriched Science 8**



## ADVANCED SCIENCE 8

**Advanced Science 8** includes units on Astronomy, Geology, Meteorology, Experimental Design and Physical Science. In addition to this foundational study, Advanced Science students will read, analyze and write summaries from several sources outside the normal science textbook. This will include primary sources, current science news and books such as “A Short History of Nearly Everything” by Bill Bryson and “Isaac’s Storm” by Eric Larson. The online curriculum “Big History Project” will be used extensively in our astronomy and geology units. Advanced science is also very mathematically rigorous. Students must be very comfortable with the application of algebra and advanced mathematical reasoning in a science setting. Collaboration is also key as some group projects will require a high degree of coordination and cooperation. Successful Advanced Science Students are highly motivated, thrive on independent work and embrace challenges. While this may seem obvious, Advanced students should be passionate about science!

**Entrance Criteria for Non-Advanced Students:** Advanced English/Social Studies criteria **AND** Enrollment in a grade-accelerated math class **OR** FastBridge Math (Winter) of a minimum score of 244 **OR** MCA Math (previous year) of a minimum score of 690.

### **Outcomes & Objectives**

- Complete an extensive STEM-related project, which has some at-home components.
- Develop a deep understanding of essential concepts and phenomena from astronomy, geology and meteorology
- Build an understanding of acids and bases, density and buoyancy, fluid pressure and changes of states and matter through experimental data and mathematical analysis
- Write detailed analyses from the book “Isaac’s Storm” and select chapters of “A Short History of Nearly Everything”
- Have the opportunity to apply their advanced mathematical skills on highly challenging problems
- Participate in high level class discussions on current science events and complex scientific ideas
- Complete an independent STREAM project. (Science, Technology, Research, Engineering, Art, Math)

### **Registration Options**

**8<sup>th</sup> Grade: Advanced Science 8**

## SOCIAL STUDIES 7 & ENRICHED SOCIAL STUDIES 7

**Social Studies 7** is a United States History course that follows Minnesota state standards. This course follows a chronology of US History from the 19th and 20th centuries.

**Enriched Social Studies 7** differs from the regular course in projects, processes, style and depth of content. Students must possess the ability to work independently and collaboratively in groups. This course is designed for students working above grade level. **Entrance Guidelines:** Minimum MCA Reading score of Exceeds, strong verbal skills and writing ability, above grade level reading ability and motivation with ability to persevere.

**Spanish Language Social Studies 7** is taught completely in Spanish and covers the same content and meets the same standards as Social Studies 7. **Entrance Criteria:** Open to Spanish Immersion students.

**Enriched Spanish Language Social Studies 7** is taught completely in Spanish and covers the same content and meets the same standards as Enriched Social Studies 7. **Entrance Criteria:** Open to Spanish Immersion students.

### **Outcomes & Objectives**

- Identify principles of government
- Identify main causes and consequences of the Civil War
- Understand causes of the rise of the US as a world power
- Understand causes and consequences of WWI, WWII & Cold War
- Gain knowledge and understanding of how the Civil Rights movement improved life of Americans

### **Registration Option**

**7th Grade: Social Studies 7 or Enriched Social Studies 7**

**Spanish Immersion Students: Spanish Social Studies 7 or Enriched Spanish Social Studies 7**

## ADVANCED SOCIAL STUDIES 7

**Advanced Social Studies 7** is designed for students who have been in the Mosaic program. It follows a chronology of US History from the 19th and 20th centuries. Students will participate in History Day and will complete an in-depth research project. A successful student should exhibit an intellectual curiosity about American History and be motivated to work hard to exceed expectations.

**Entrance Criteria for Non-MOSAIC Students:** Successful completion of writing assessment **AND** FastBridge Reading (Winter) of a minimum score of 568 **OR** MCA Reading (previous year) of a minimum score of 590.

### **Outcomes & Objectives**

- Identify principles of government
- Identify main causes and consequences of the Civil War
- Understand causes of the rise of the US as a world power
- Understand causes and consequences of WWI, WWII & Cold War
- Gain knowledge and understanding of how the Civil Rights movement improved life of Americans
- Successful completion of extensive History Day project.

### **Registration Option**

**7th Grade: Advanced Social Studies 7**

## SOCIAL STUDIES 8 & ENRICHED SOCIAL STUDIES 8

**Social Studies 8** is an introductory Global Geography curriculum which follows Minnesota State Standards. This curriculum includes mapping, physical geography and human geography. Thematic studies are organized around different regions of the world.

**Enriched Social Studies 8** is designed for students working above grade level. The course will differ from Social Studies 8 in projects, processes, style and depth of content. Students should exhibit an intellectual curiosity about geopolitical events and be comfortable taking a position.

**Entrance Guidelines:** Minimum MCA Reading score of Exceeds, strong verbal skills and writing ability, above grade level reading ability and motivation with ability to persevere.

**Spanish Language Social Studies 8** is taught completely in Spanish and covers the same content and meets the same standards as Social Studies 8.

**Entrance Criteria:** Open to Spanish Immersion students.

**Enriched Spanish Language Social Studies 8** is taught completely in Spanish and covers the same content and meets the same standards as Enriched Social Studies 8. **Entrance Criteria:** Open to Spanish Immersion students.

### **Outcomes & Objectives**

- Use, construct and analyze maps, databases, charts and pictures
- Understand the patterns of the Earth's human activities and demographics
- Explore ways to understand and respect human behavior and cultures
- Explore how human lives and identities are affected by particular places and regions
- Analyze and predict interactions between human systems and physical systems
- Use geography as a tool to interpret the past, solve problems and plan for the future
- Use research skills to access, collect, organize and analyze information
- Understand historical events, people and their influence on the world today.

### **Registration Options**

**8th Grade: Social Studies 8 or Enriched Social Studies 8**

**Spanish Immersion Students: Spanish Language Social Studies 8 or Enriched Spanish Social Studies**

## ADVANCED SOCIAL STUDIES 8

**Advanced Social Studies 8** is designed for students who have been excelling in advanced coursework. Advanced Social Studies 8 is a global geography curriculum that follows Minnesota State Standards. The curriculum includes mapping skills, geo-technologies, physical geography and human geography. The course is predominately organized around thematic issues. In addition, students will participate in History Day and complete an in-depth research project. A successful student in the Advanced Social Studies exhibits an intellectual curiosity about geopolitical events and is comfortable taking a position.

**Entrance Criteria for Non-Advanced Students:** Successful completion of writing assessment **AND** FastBridge Reading (Winter) of a minimum score of 575 **OR** MCA Reading (previous year) of a minimum score of 690.

### **Outcomes & Objectives**

- Use, construct and analyze maps, databases, charts and pictures
- Understand the patterns of the Earth's human activities and demographics
- Explore ways to understand and respect human behavior and cultures
- Explore how human lives and identities are affected by particular places and regions
- Analyze and predict interactions between human systems and physical systems
- Use geography as a tool to interpret the past, solve problems and plan for the future
- Use research skills to access, collect, organize and analyze information
- Understand historical events, people and their influence on the world today

### **Registration Option**

**8th Grade: Advanced Social Studies 8**

## WORLD LANGUAGE

**World Language** is our connection to our community and our world. The learning of a second language and its culture is an integral part of the student's total learning experience. The ability to communicate in a second language increases opportunities to interact with other people and to gain insight into other cultures. The world language philosophy emphasizes a communicative approach through listening, speaking, reading and writing. The focus is on what the students can do with the language and how well they can communicate in given situations. World Language is a two-year program that alternates every other day with Music. Term grades are reported at the end of Quarter 2 and Quarter 4.

### **Outcomes & Objectives**

- Communicate basic expressions using vocabulary topics such as greetings and farewells, alphabet, numbers, telling time, and classroom expressions.
- Describe people and things as nationalities, age, colors, etc.
- Express likes, dislikes, wants, needs in relation sports and leisure activities, foods and drink.
- Talk about oneself, family, house, school.
- Exploring the culture, geography and customs.

### **Languages Offered**

- Chinese
- French
- German (*not available with Orchestra due to shared staffing*)
- Spanish

### **Registration Options**

**7th Grade:** Select a 1st and 2nd choice for World Language

**8th Grade:** CMS Staff enroll student in same language as 7th grade

## SPANISH LANGUAGE & CULTURE

**Spanish Language and Culture** is a continuation course designed for students who have completed Spanish Immersion and/or are advanced speakers of the Spanish language. Students will be transitioned from content-based instruction to sequential World Language study. This course will help students focus on how the language works. Students will begin more in-depth studies of the language itself, literature, cultural practices and idioms. Grammar accuracy and literacy will become more emphasized in this phase of their language learning. This course will be interdisciplinary in nature and will be taught entirely in Spanish. World Language is a two-year program that alternates every other day with Music. Term grades are reported at the end of Quarter 2 and Quarter 4.

### **Outcomes & Objectives**

- Speak and write for a variety of purposes
- Comprehend the main idea of written and spoken extended language
- Identify cultural practices and expressions in texts and daily activities
- Use appropriate cultural and idiomatic expressions in the correct contexts
- Identify, compare and contrast cultures of other countries to their own culture
- *ACTFL 5C's Standards of World-Readiness for Language Learning*

### **Registration Options**

**7th Grade: Spanish Language & Culture 7**

**8th Grade: CMS Staff enrolls students who completed course in grade 7**

**Please Note:** *Students from other immersion schools and advanced/native speakers of Spanish with previous academic experience in the language will be evaluated for entrance to Spanish Language & Culture on a case-to-case basis. Students will complete an oral interview and written evaluation. It is recommended that students have completed at least through 6th grade in Spanish Immersion to ensure their academic success in 8th grade Spanish Language & Culture at CMS.*

## EXPLORING MUSIC

**Exploring Music** emphasizes music knowledge for students who do not wish to work in a performance area, including opportunities to reinforce basic music concepts and cultivate a broader understanding of music. Students will develop an understanding of many different music genres, study the cultural and historical impact of music and develop critical thinking skills in relation to music. Units may include popular music of today, video game music, bucket drumming, intro to guitar and the impact of music on social justice movements. Exploring Music is a year-long course. The course alternates every other day with World Language. Term grades are reported at the end of Quarter 2 and Quarter 4.

### **Outcomes & Objectives**

- Generate and develop original artistic ideas using feedback from others and self-reflection
- Identify and use knowledge of musical elements and genres to develop and defend an opinion about the qualities of a musical performance.
- Identify and describe how musical elements convey the composer's intended meaning in a musical selection including cultural and historical contexts.
- Connect personal experiences to music.
- Illustrate how music connects us to history, culture, heritage, and community.
- Students' choice of music in 7th grade continues into 8th grade

### **Registration Options**

**7th Grade: Exploring Music 7**

**8th Grade: CMS Staff enrolls students in same music course as 7th grade**



## CHOIR

**Choir** emphasizes vocal music and performance within the framework of the basic music curriculum. This course is for students who enjoy singing, have a desire to improve their vocal music skills independently as well as in a group and are interested in active participation and performance. Students will have the opportunity to develop self-confidence, explore creative expression and interpretation and enhance their musical proficiency through rehearsals, class participation, performance, listening experiences, written activities and journaling. Choir is a year-long course that alternates every other day with World Language. Term grades are reported at the end of Quarter 2 and Quarter 4.

### **Outcomes & Objectives**

- Interpret printed music using notation, markings, and music theory knowledge
- Refine musical performances building accuracy and expression
- Develop, demonstrate and refine healthy vocal techniques
- Create and revise an original music composition using feedback from others and self-reflection
- Infer meaning of a musical piece, and draw connections between musical works and historical, cultural, and societal contexts
- Analyze and evaluate qualities of a music performance
- Students enrolled in Choir participate in at least two concerts per year. Concerts are outside of the regular school day.
- Students' choice of music in 7th grade continues into 8th grade.

### **Registration Options**

**7th Grade: Choir 7**

**8th Grade: CMS Staff enrolls students in same music course as 7th grade**

## BAND

**Band** rehearsals are geared to provide enjoyment of a variety of music. Emphasis is placed on developing correct playing habits, perfecting music for performances and developing self-confidence in a positive environment. Placement is determined by instrumentation needs, school class schedule and observed student achievement. **Guideline: Students must have approval and signature from their current band director before registration is accepted.** Band is a year-long course. The course alternates every other day with World Language. Term grades are reported at the end of Quarter 2 and Quarter 4.

### **Outcomes & Objectives**

- Generate and develop original artistic ideas using feedback from others and self-reflection.
- Develop and refine artistic techniques and apply the elements of music in performance.
- Consider cultural context when making artistic choices and convey meaning through my performance.
- Use the elements of music to analyze, evaluate, or interpret artistic work.
- I can analyze a music performance for meaning, intent, cultural, or historical context.
- Explain how artistic works influence and are influenced by societal, cultural, and historical contexts.
- There is a user fee for percussionists and students who use school bass clarinets, tenor saxophones, horns, baritones and tubas required to cover the cost of repair/replacement on equipment. Scholarships may be available upon request.
- Students will participate in 3 scheduled concerts during the school year. Concerts happen outside of the school day.
- Students' choice of music in 7th grade continues into 8th grade.

### **Registration Options**

**7th Grade: Band 7**

**8th Grade: CMS Staff enrolls students in same music course as 7th grade**

# ORCHESTRA

**Orchestra** provides the opportunity for students to develop self-confidence, explore creative expression and increase musical proficiency through continued study of a stringed instrument along with the study of basic theory, ear training, solo and ensemble playing and instrument turning. Emphasis is placed on developing correct playing habits and achieving graduation standards. **Guideline: Students must have approval and signature from their current orchestra director before registration is accepted.** Orchestra is a year-long course. The course alternates every other day with World Language. Term grades are reported at the end of Quarter 2 and Quarter 4.

## **Outcomes & Objectives**

- Students will be able to play with correct posture
- Students will be able to play in tune
- Students will be able to play correct rhythms
- Students will be able to play with quality tone
- Students must rent or own an instrument and participate responsibly in learning activities.
- Practice outside of school.
- Participate in all concerts and orchestra activities.
- Students enrolled in Orchestra will participate in three concerts a year.
- Students' choice of music in 7th grade continues into 8th grade

## **Registration Options**

**7th Grade: Orchestra 7**

**8th Grade: CMS Staff enrolls students in same music course as 7th grade**

**AVID** is a college readiness system designed to increase the number of students who enroll and persist in four-year colleges and universities. At the secondary level, AVID is an approved elective course where students learn study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college attainable. The AVID curriculum is driven by the WICOR methodology (Writing, Inquiry, Collaboration, Organization, Reading). WICOR instructional strategies engage students and scaffold instruction to make challenging content accessible. WICOR strategies are used in the AVID elective class, as well as in content-area classes.

### **Identification of Potential AVID Students**

- GPA of 2.0 to 3.5
- MCA Reading score range of 47- 60
- May be the first generation in their family to attend college
- Hard worker and have a positive attitude
- Historically underrepresented racially, culturally or economically in colleges and universities

### **Requirements of AVID Students**

- Take one enriched class in both 7th and 8th grade
- Expected to take AP and Honors courses while in the program
- Maintain at least a 2.0 cumulative GPA
- Adhere to the AVID Contract (i.e., Code of Conduct)

### **Things to Consider**

AVID Students will enroll in the AVID Elective in place of Music/World Language. Incoming 7<sup>th</sup> Grade AVID Students are asked to make a 2-year commitment.

### **AVID Application Timeline and Important Dates**

Feb 11: Applications available from teachers

Feb 24 Applications due to teacher

March—April : AVID Interviews

May: Acceptance letters mailed

# IMPACT!

**IMPACT!** is a personalized enrichment course designed for 7<sup>th</sup> graders to embark on a journey of self-discovery. Throughout the course, students will identify and further understand their natural strengths, interests and personality. They will examine how those play a part in the decisions they make as well as the outcomes they receive. They will learn how to use their natural talents to develop attainable goals, attain aspirations and how to make a lasting impact on the world – locally and globally. Students will develop skills in critical thinking, creativity, collaboration and interpersonal communication – further preparing them to be the global leaders of tomorrow.

## Outcomes & Objectives

- Research and reflect on how family, culture and community has impacted your identity.
- Complete surveys and activities to identify their cognitive, social and emotional strengths. (Including: Myers Briggs, Enneagram, Multiple Intelligences, Career Finder and Colors Personality)
- Study inspirational leadership, transformation of ideas into action.
- Analyze the Ripple Effect—where one person’s actions ripple outward to impact others.
- Create a final IMPACT! Project that aligns with the 17 Global Goals.
- Produce a digital Mind Map documenting each step of their creative process.
- Identify personal strengths and talents and demonstrate how to use them to neutralize areas perceived as weaknesses.
- Desire to make positive choices and make a lasting impact in the world.

## Registration Option

7th Grade: IMPACT 7

# TECHNOLOGY EDUCATION

**Technology Education** is designed to introduce 8<sup>th</sup> grade students to the high demand and diverse industry of Technology. Students will gain knowledge through exposure to major branches of engineering and other technical fields. Hands-on exploration is emphasized and students will spend their days in a fully equipped wood workshop, computer lab and traditional classroom settings. Students will further develop skills of critical thinking, collaboration, creativity and interpersonal communication – a foundation for both this course as well as the ever-evolving world.

## **Outcomes & Objectives**

- Learn about and demonstrate safety with and around power and hand tools
- Explore sub-disciplines of engineering to connect further learning opportunities
- Understand and apply the foundations of a functional team
- Read and create blueprints by hand and digitally
- Create 3D models design to solve a problem
- Gain experience with 3D printing team generated designs
- Construct their own wooden keep-sake box
- Construct and assemble their own wooden pen
- Develop continued interest in Engineering & Technology
- Discover their natural strengths with Technology Ed units

## **Course Donation**

\$20 donation request is to supplement the cost of materials and consumables used in student take-home projects.

## **Registration Option**

**8<sup>th</sup> Grade: Tech Ed 8**

# PHYSICAL EDUCATION

**Physical Education** at CMS is designed to promote an active lifestyle for all students. Our program provides each student with skills, knowledge and attitudes that promote an active lifestyle. Our goal is to introduce each student to as many activities as possible, so they will remain active and healthy throughout their lifetime. 7th & 8th grade activities may include team handball, soccer, volleyball, badminton, basketball, football, lacrosse, ultimate frisbee, tennis, fitness, cooperative games, and other lifelong activities.

## **Outcomes & Objectives**

- Demonstrates competency in a variety of motor skills and movement patterns
- Applies knowledge of concepts and principles, strategies and tactics related to movement and performance
- Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Exhibits responsible personal and social behavior that respects self and others
- Recognizes and applies the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

## **Course Requirement**

Students are **required** to provide color specific activewear. The activewear should consist of a red shirt/sweatshirt, black shorts/sweatpants and athletic shoes.

## **Registration Options**

**7th Grade: Physical Education 7**

**8th Grade: Physical Education 8**

# HEALTH

**Health** focuses on promoting healthy choices and examining consequences. Throughout the curriculum you will learn about physical, mental, emotional and social health. Themed units covered throughout 7th and 8th grade Health include: interpreting media messages, drugs, alcohol and tobacco prevention, mental health, human growth and development, reproduction, violence and anger management, online safety, bullying and other current topics related to the overall health and wellness of our students. Also covered are resources available for support with substance abuse, or other areas affecting students well-being.

## **Outcomes & Objectives**

- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
- Demonstrate the ability to access valid information and products and services to enhance health
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- Demonstrate the ability to use decision-making skills to enhance health
- Demonstrates the ability to practice health-enhancing behaviors and avoid or reduce health risks

## **Registration Options**

7th Grade: Health 7

8th Grade: Health 8



## VISUAL ARTS

Art is required in both 7th and 8th grades and offers students the opportunity to broaden their understanding of our visual culture by discussing, researching, and developing visual artwork. Students will hone their creative and critical thinking skills as they learn art concepts and techniques, practice visual literacy, and explore the work of relevant artists past and present. Classroom activities include a variety of 2D, 3D, and digital media projects. Art education prepares students to become responsible consumers and creators of visual arts and culture.

### Outcomes & Objectives

Create, Present, Respond, and Connect to artwork:

- Develop foundational art skills, vocabulary, and techniques
- Develop critical and creative thinking skills by analyzing artwork
- Create artwork by developing and revising an idea, and taking creative risks
- Achieve greater understanding of how artists communicate
- Consider how artwork can influence ideas, feelings, behaviors, and beliefs
- Link artistic practice to personal identity
- Relate artistic ideas and works to cultural and historical context
- Work safely within an independent studio setting

### Registration Options

7th Grade: Art 7

8th Grade: Art 8

## REGISTRATION SUMMARY

### General Courses

#### 7th Grade

English 7

Science 7

Pre-Algebra 7

Social Studies 7

#### 8th Grade

English 8

Science 8

Algebra 8

Social Studies 8

### Enriched Courses

#### 7th Grade

Enriched English 7

Enriched Science 7

Pre-Algebra 7

Enriched Social Studies 7

#### 8th Grade

Enriched English 8

Enriched Science 8

Honors Algebra 8

Enriched Social Studies 8

### Advanced Courses

#### 7th Grade

Advanced English 7

Advanced Science 7

Honors Algebra 7

Advanced Social Studies 7

#### 8th Grade

Advanced English 8

Advanced Science 8

Honors Geometry 8

Advanced Social Studies 8

### Spanish Immersion Courses

#### 7th Grade

Enriched Spanish Social Studies 7

Spanish Language & Culture 7

#### 8th Grade

Enriched Spanish Social Studies 8

Spanish Language & Culture 8

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## NOTES

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