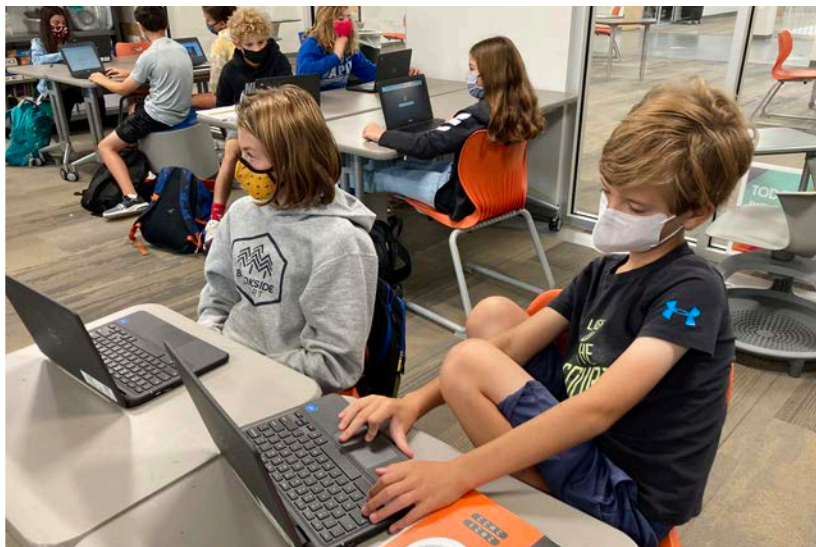
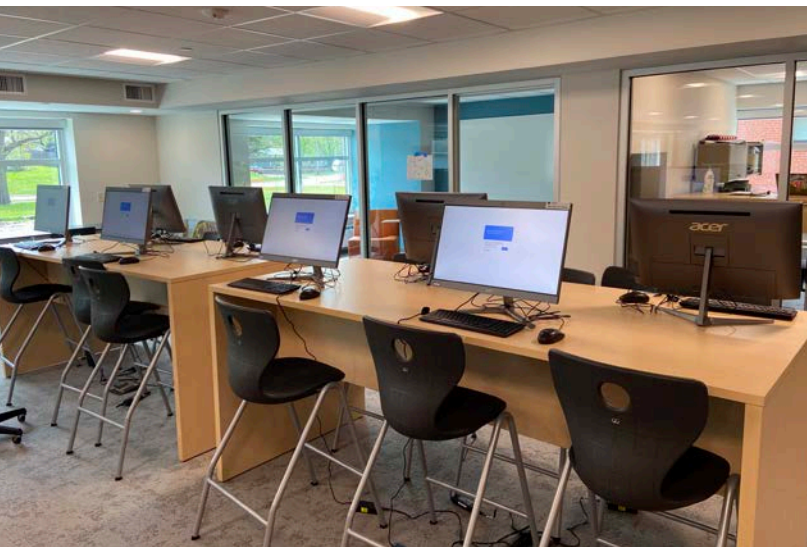




2022-23

St. Louis Park Middle School **Course** Catalog



CREATE. ENGAGE. IGNITE.



**St. Louis Park
Middle School**

ms.slpschools.org/academics



A Note from Your Principals

Welcome to St. Louis Park Middle School!

Whether you are new to our school family or returning for another year, I look forward to living our school motto with you as we “Create. Engage. Ignite.”

The 2022-23 school year is both an exciting and transformative time for all students. We strive to create an environment dedicated to the education and development of each person. The goal is both academic and social in nature.

Over the years our curriculum has been updated to reflect the changing needs of our learners to ensure students move towards being ready for the rigors of high school.

St. Louis Park Middle School is proud to offer the International Baccalaureate Middle Years Programme. This curriculum model promotes inquiry and transdisciplinary learning while creating a system for academic excellence and achievement for all. What does that really mean? Students will learn about the world within and outside of St. Louis Park, they will build connections between academic content areas, and they will become caring and thoughtful young adults as they chart a course for their future.

In addition to the IB-MYP, we offer a variety of elective courses to engage all learners and help them identify their “spark” or interest area that will propel them to future education, college and career success.

In this Course Catalog, you will find everything you need to chart a course for academic success in the coming year! Please be thoughtful as you select your courses as the possibilities abound. What interests you? Where would you like to expand your talents? What courses will prepare you for your future?



Les Bork
Principal
bork.les@slpschools.org



Jason Boll
Assistant Principal
boll.jason@slpschools.org

St. Louis Park Middle School enrolls approximately 1,000 students annually in Grades 6-8, and much like the city, we are proud of our small town feel with “big city” resources, connections, and experiences. We pride ourselves on being inclusive, welcoming, and respectful to all who enter our school.

To our parents and guardians – the middle school years are an exciting time for you as you watch your children transition from elementary school and prepare for high school. Please know that we are here to support you at every step! We have an active Site Council of parents and staff members who meet monthly to support the learning and social development of our students. We also have an exceptional group of Deans, who are assigned to each grade level to provide academic, emotional, and social support for all students.

St. Louis Park Middle School is an academically “successful school” with an historically high level of community support and a long-standing history of success. I look forward to the 2022-23 school year where we work together to “**Create. Engage. Ignite.**”

Create. Engage. Ignite.



St. Louis Park Middle School Vision Statement

CREATE a peaceful, caring learning community that promotes intercultural respect
ENGAGE students in rigorous academics, relevant inquiry and meaningful action
IGNITE individual growth and lifelong learning

International Baccalaureate (IB) Information

St. Louis Park Middle School has been designated as an IB World School. The authorization report received after confirming our status as a World School says the Middle School shows “commendable practice” throughout the school.

“This commitment will allow us to use the expertise we have acquired to propel us in our quest to improve our practice in future years for the benefit of all students,” Principal Bork said.

The school is committed to offering all students the opportunity to enroll in eight subjects each year, develop the learner profile attributes, reflect on various learning skills, as well as participate in many other standards and practices of IB World Schools.

One hallmark feature of an IB Middle Years Programme (MYP) is the community project. This project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. All eighth grade students at the Middle School will be involved in completing a community project. The project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in depth inquiry leading to service as action in the community.



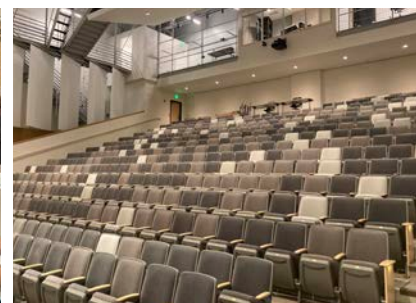
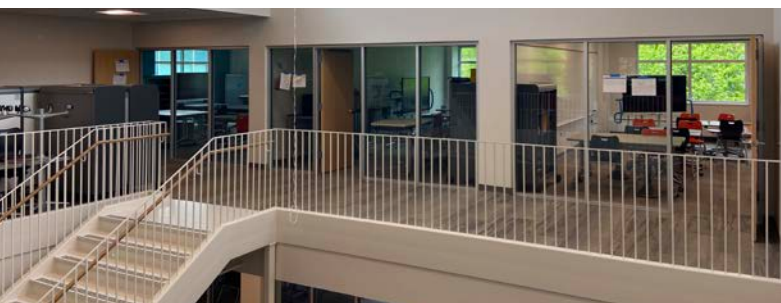
IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Learn more about the IB-MYP program on pages 30-31.



2022-23 Key Telephone Numbers

Main Office	952-928-6300	School Nutrition.....	952-928-6348
Fax	952-928-6383	Transportation	612-437-4719
Attendance Line	952-928-6394	Custodial Office	952-928-6330
Directions to School	952-928-6433	Athletic Director	952-928-6345
Health Services	952-928-6311	Middle School Police Liason.....	952-928-6392

Connect with Us!



Facebook:

@stlouisparkpublicschools

Twitter:

@SLPublicSchools

@283SUP (Superintendent)

Instagram:

st.louisparkpublicschools

Web:

www.slpschools.org

ms.slpschools.org

www.gopark.org (athletics)





Greetings!

This guide is designed to assist students and parents in making careful course selections. Please review the scheduling worksheets found on pages 6, 7, and 8. These will give you an overview of the grade level coursework and walk you through selecting both required and elective classes. You may want to explore all three grades for a “big-picture” view of middle school.

Current fifth grade students enrolled in St. Louis Park Schools will receive a Google form in their school email account with instructions on how to register for sixth grade classes. A dean from the Middle School will also visit fifth grade classrooms to provide information. Current sixth and seventh graders enrolled in St. Louis Park Schools will receive instructions at school about how to register directly through their PowerSchool account. Students who are not currently attending St. Louis Park Schools will need to enroll through the District Enrollment Center. See information in the box below.

In the following pages you will find descriptions of all classes arranged by department. If you have specific questions or a special request please email MSregistration@slpschools.org. Special requests are due June 1, 2022. Classes are scheduled based on student registration. Requests for changes after the signature date are discouraged and made on a space available basis only.

Dean Assignments for 2022-23 School Year



6th Grade Dean – Randy Zutz
952-928-6305
zutz.randall@slpschools.org



7th Grade Dean – Delana Brinkman
952-928-6303
brinkman.delana@slpschools.org



8th Grade Dean – Gina Magnuson
952-928-6306
magnuson.gina@slpschools.org

New to the District?

Please contact the District Enrollment Center at 952-928-6023 or enrollment@slpschools.org to request an appointment to enroll your child.

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Si usted necesita ayuda con el proceso de registraci3n en Espa3ol, contacte a Carmen Rudin (952-928-6438).

Hadii aad u baahan tahay kaalmo ku saabsan sida Af Soomaali la isugu qoro. La xiriir Tarabi Jama (952-928-6423).

St. Louis Park Middle School
2025 Texas Avenue S., St. Louis Park, MN 55426
(PHONE) 952-928-6300 • (FAX) 952-928-6383
ms.slpschools.org



Course Catalog

6th Grade Sample Daily Schedule & Registration Worksheet

PERIOD	"A" DAY	"B" DAY
1	PRE-ALGEBRA I	
2	LANGUAGE & LITERATURE <i>OR</i> ADVANCED LANGUAGE & LITERATURE	
3	SCIENCE <i>OR</i> ESP SCIENCE	
4	INDIVIDUALS & SOCIETIES <i>OR</i> ESP INDIVIDUALS & SOCIETIES	
	LUNCH	
	ADVISORY	
5	DESIGN	PHYSICAL EDUCATION
6	LANGUAGE ACQUISITION (3-YEAR COMMITMENT) FRENCH GERMAN SPANISH	WRITING
	ESP LANGUAGE ACQUISITION/SPANISH LANGUAGE ARTS	
7	ELECTIVE CHOICE (SEE BELOW FOR OPTIONS)	MUSIC CHOICE BAND CHOIR ORCHESTRA BEGINNING BAND GUITAR/WORLD DRUMMING BEGINNING ORCHESTRA

Elective Courses

6th Grade students receive 1 elective class option. Please mark **1st**, **2nd**, and **3rd** choices below.

Individuals & Societies

___ Global Classrooms 6, 7, 8

Language Acquisition

This is in addition to your language choice above

___ Spanish 6

___ German 6

___ French 6

___ Reading & Writing for

Native Spanish Speakers 6, 7, 8

Language & Literature

___ Digital Storytelling 6

___ Film Studies 6, 7, 8

___ Writing 6 *ESP student only*

Math

___ Theater Tech Design 6, 7, 8

Study

___ Study Hall 6, 7, 8

Music

This is in addition to your music choice above

___ Band 6 (*previous experience recommended*)

___ Beginning Band 6, 7, 8

___ Beginning Orchestra 6, 7, 8

___ Choir 6

___ Guitar / World Drumming 6

___ Orchestra 6

(*previous experience recommended*)

___ Musical Theatre Choir 6, 7, 8

Physical Education

___ Recreational Sports 6

Science

___ Forensic Science 6, 7, 8

___ MN Outdoors 6, 7, 8

Visual Arts

___ Exploring Art 6

Meets the visual art requirement

All students are required to take one visual arts course during their middle school years.



Course Catalog

7th Grade Sample Daily Schedule & Registration Worksheet

PERIOD	"A" DAY	"B" DAY
1	PRE-ALGEBRA II	
2	LANGUAGE & LITERATURE <i>OR</i> ADVANCED LANGUAGE & LITERATURE	
3	SCIENCE	
4	INDIVIDUALS & SOCIETIES <i>OR</i> ESP INDIVIDUALS & SOCIETIES	
	LUNCH	
	ADVISORY	
5	DESIGN	PHYSICAL EDUCATION
6	LANGUAGE ACQUISITION (3-YEAR COMMITMENT) FRENCH GERMAN SPANISH	ELECTIVE CHOICE (SEE BELOW FOR OPTIONS)
	ESP LANGUAGE ACQUISITION/SPANISH LANGUAGE ARTS	
7	ELECTIVE CHOICE (SEE BELOW FOR OPTIONS)	ARTS CHOICE BAND CHOIR ORCHESTRA CERAMICS & SCULPTURE DIGITAL PHOTOGRAPHY BEGINNING BAND GUITAR/WORLD DRUMMING BEGINNING ORCHESTRA DIGITAL ILLUSTRATION PAINTING & ILLUSTRATION

Elective Courses

7th Grade students receive 2 elective class options. Please mark **1st**, **2nd**, and **3rd** choices below.

Individuals & Societies

- ☐ Global Classrooms 6, 7, 8
- ☐ I Love Geography! 7, 8
- ☐ Welcome to the Real World 7, 8

Language Acquisition

This is in addition to your language choice above

- ☐ Spanish 7
- ☐ German 7
- ☐ French 7
- ☐ Reading & Writing for Native Spanish Speakers 6, 7, 8

Language & Literature

- ☐ Creative Writing 7, 8
- ☐ Film Studies 6, 7, 8

Math

- ☐ Theater Tech Design 6, 7, 8

Study

- ☐ Study Hall 6, 7, 8

Music

This is in addition to your arts choice above

- ☐ Band 7 (previous experience recommended)
- ☐ Beginning Band 6, 7, 8
- ☐ Beginning Orchestra 6, 7, 8
- ☐ Choir 7
- ☐ Guitar / World Drumming 7
- ☐ Orchestra 7
- (previous experience recommended)*
- ☐ Musical Theatre Choir 6, 7, 8

Physical Education

- ☐ Competitive Sports 7, 8
- ☐ Conditioning & Strength 7, 8

Science

- ☐ Forensic Science 6, 7, 8
- ☐ Introduction to Microbiology 7, 8
- ☐ MN Outdoors 6, 7, 8

Visual Arts

This is in addition to your arts choice above

- ☐ Ceramics & Sculpture 7, 8
- ☐ Digital Illustration 7, 8
- ☐ Digital Photography 7, 8
- ☐ Painting & Illustration 7, 8

All students are required to take one visual arts course during their middle school years.



Course Catalog

8th Grade Sample Daily Schedule & Registration Worksheet

PERIOD	"A" DAY	"B" DAY
1	ALGEBRA	
2	LANGUAGE & LITERATURE <i>OR</i> ADVANCED LANGUAGE & LITERATURE	
3	SCIENCE	
4	INDIVIDUALS & SOCIETIES <i>OR</i> ESP INDIVIDUALS & SOCIETIES	
	LUNCH	
	ADVISORY	
5	DESIGN	PHYSICAL EDUCATION
6	LANGUAGE ACQUISITION (3-YEAR COMMITMENT) FRENCH GERMAN SPANISH	ELECTIVE CHOICE (SEE BELOW FOR OPTIONS)
	ESP LANGUAGE ACQUISITION/SPANISH LANGUAGE ARTS	
7	ELECTIVE CHOICE (SEE BELOW FOR OPTIONS)	ARTS CHOICE BAND CHOIR ORCHESTRA CERAMICS & SCULPTURE DIGITAL PHOTOGRAPHY BEGINNING BAND GUITAR/WORLD DRUMMING BEGINNING ORCHESTRA DIGITAL ILLUSTRATION PAINTING & ILLUSTRATION

Elective Courses

8th Grade students receive 2 elective class options. Please mark **1st**, **2nd**, and **3rd** choices below.

Individuals & Societies

- ☐ Global Classrooms 6, 7, 8
- ☐ I Love Geography! 7, 8
- ☐ Welcome to the Real World 7, 8

Language Acquisition

This is in addition to your language choice above

- ☐ Spanish 8
- ☐ German 8
- ☐ French 8
- ☐ Reading & Writing for
Native Spanish Speakers 6, 7, 8

Language & Literature

- ☐ Creative Writing 7, 8
- ☐ Film Studies 6, 7, 8

Math

- ☐ Theater Tech Design 6, 7, 8

Study

- ☐ Study Hall 6, 7, 8

Music

This is in addition to your arts choice above

- ☐ Band 8 (*previous experience recommended*)
- ☐ Beginning Band 6, 7, 8
- ☐ Beginning Orchestra 6, 7, 8
- ☐ Choir 8
- ☐ Guitar / World Drumming 8
- ☐ Orchestra 8 (*previous experience recommended*)
- ☐ Musical Theatre Choir 6, 7, 8

Physical Education

- ☐ Competitive Sports 7, 8
- ☐ Conditioning & Strength 7, 8

Science

- ☐ Forensic Science 6, 7, 8
- ☐ Introduction to Microbiology 7, 8
- ☐ MN Outdoors 6, 7, 8

Visual Arts

This is in addition to your arts choice above

- ☐ Ceramics & Sculpture 7, 8
- ☐ Digital Illustration 7, 8
- ☐ Digital Photography 7, 8
- ☐ Painting & Illustration 7, 8

All students are required to take one visual arts course during their middle school years.



Design & Technology Department

Welcome to the Design department! Design challenges students to apply creative-thinking skills to solve problems through the design cycle; a tool which provides the methodology to structure the investigation, planning, creation and evaluation of solutions. The goal of our department is to utilize the design process, develop knowledge, understanding and skills from different disciplines. Students will design and create solutions through effective use of tools and technology.

Design 6

Grade 6

Alternate Day

Through the lens of visual art, students will explore design problems. Design, and the development of new technologies, has led to many changes in society: transforming how we access and process information; how we adapt to our environment; how we communicate with others; how we are able to solve problems; how we work and live.

IB Design challenges all students to apply practical and creative thinking skills to solve design problems. Students become actively involved in and focus on the whole design process rather than on the final product/solution. A variety of art media and techniques will be used to explore these design problems.



Design 7

Grade 7

Alternate Day

Designing requires an individual to be imaginative and creative while having substantial knowledge. Designers must adopt an approach that allows them to think creatively while conforming to the requirements of a design specification. Inquiry and problem solving are at the heart of Technology Design. IB Design requires the use of the design cycle as a tool, which provides the structure of inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In IB Design, a solution can be defined as a model, prototype, product or system that students have developed and created independently or as a group.

Design 8/Keystone

Grade 8

Alternate Day

Students are agents of change. We learn as a result of action. Students in this course will use critical thinking, inquiry, analysis, and communication to engage in deep conversations about race, culture, and identity in society. They will develop ideas, and create solutions; evaluating the effectiveness of these solutions to affect change. Action and inquiry are the heart of how we learn as we solve problems on a personal and global level. Just as the "keystone" supports the entire archway, the leadership and design experiences that students have in this class will support their life as a whole.



Individuals & Societies Department

Individuals & Societies 6 / ESP Individuals & Societies 6*

Grade 6
Every Day

In this yearlong course, students will study the history of Minnesota from early history to Minnesota in the modern world. Students will develop and demonstrate research and map skills. Reading, summarizing and discussing relevant current events will be an ongoing activity throughout the year.

**ESP Individuals & Societies 6 is taught in Spanish.*

Individuals & Societies 7 / ESP Individuals & Societies 7*

Grade 7
Every Day

This course features United States history as the lead discipline with a strong secondary emphasis on citizenship and government. Students will learn about people, issues and events of significance to this nation's history from 1800 to the current era of globalization. Students will review the founding documents of our nation and examine the Bill of Rights, as well as landmark Supreme Court decisions for their lasting impact on the people of the United States, our economy and governance structure. Students study civics and economic principles, drawing connections between these disciplines and history to explain the impact of various policies on how people lived, worked and functioned in society, and the impact on the United States today.

**ESP Individuals & Societies 7 is taught in Spanish.*

ESP = Extended Spanish Program

Individuals & Societies 8 / ESP Individuals & Societies 8*

Grade 8
Every Day

Global Studies is the main focus of our 8th grade social studies curriculum. Students in Global Studies explore various regions of the world using geographic information from print and electronic sources. Students will analyze important trends in the modern world such as demographic change, shifting trade patterns, and intensified cultural interactions due to globalization. Students participate in civic discussion on contemporary issues and study events over the last half-century that have shaped the contemporary world. They analyze connections between revolutions, independence movements and social transformations, and understand reasons for the creation of modern nation states. Students will learn that governments are based on different political philosophies and serve various purposes. By learning economic principles of trade and the factors that affect economic growth, students understand why there are different standards of living in countries around the world.

**ESP Individuals & Societies 8 is taught in Spanish.*

Welcome to the Real World

Grades 7, 8
Alternate Day

Have you ever been told, "You need an education to prepare you for the 'dun dun dun' REAL WORLD?" What does that even mean?! This class will teach you all about adulting: choosing a career path, applying and interviewing for a job, managing a budget, filing your taxes, trying your luck at investing in the stock market. Will you make it in the "REAL WORLD?" How hard can adulting even be? In this class, you will learn all about the above and more.

Note: Extended Spanish Program (ESP) students are automatically enrolled in the ESP-Language Acquisition and I&S classes.



Individuals & Societies Department

I Love Geography!

Grades 7, 8
Alternate Day

Do you know which Great Lake is farthest north – Lake Superior or Lake Ontario? Do you know in which South American country Angel Falls, the world's tallest at 3,212 feet, is located? Do you like knowing where things are or want to know more? If a zombie virus was spreading, wouldn't you want to know where it was going? Then this elective class is for you! In "I Love Geography!", students will learn to think like geographers and also learn to survive the zombie outbreak, while learning the five themes of geography. Students will use a variety of maps to look at the world, as well as try their hand at map making. Studying geography can enhance your navigation skills, no matter where you are.



Global Classrooms

Grades 6, 7, 8
Alternate Day

In Global Classrooms, students will study various topics around country development, government, and globalization. Students will learn about the United Nations and engage in simulations involving human rights, peace and security, economic, and sustainable development issues, as well as learn critical life skills such as negotiation, public speaking, research, writing, leadership, conflict resolutions and the responsibilities of global citizenship. Global Classrooms is designed to educate young people about the importance of global cooperation and the role of the United Nations in the world today. Students may take this class for one year, two years or three years.





Language Acquisition Department

World Languages Note:
IB-MYP requires continuation of a language for three consecutive years. The language that a student chooses in 6th grade will be the language they are in for 7th and 8th grade. Students do not have the option to drop World Language classes.

ESP Spanish 6

Grade 6
Every Day

¡Bienvenidos! This is a continuation of the Park Spanish Immersion (PSI) Extended Spanish Program (ESP). Welcome back to Spanish Immersion Language Arts. This class continues the development of Spanish language skills in reading, writing, listening, and speaking. Students will read two novels in the class along with many short stories and nonfiction works. Spanish is the only language used for communication between both teacher and students. Students will work on refining their grammar in daily usage and augmenting their considerable vocabulary through various activities. During the school year students are expected to show mastery in IB phase 4.

German 6

Grade 6
Alternate Day

Herzlich Willkommen! This class starts students' language acquisition with the foundations of German language and culture. At this level students will learn basic phrases, sentence structures and vocabulary to help communicate in German. Classes are intended to be conducted mostly in German to accelerate proficiency. Learning activities will include music, physical activities, role playing and games. Although speaking and listening are emphasized at this level, there will be a good balance of writing and reading as well.

French 6

Grade 6
Alternate Day

This course is an introduction for beginning language students. The course starts from the beginning with French, using a variety of techniques to learn a fun language that is spoken around the world. Students will learn about a variety of French cultures and histories, in addition to learning how to speak and understand in French. Students will enjoy activities that involve physical action to learn the foundations of the French language while working with all four modalities of language acquisition (speaking, reading, writing, listening).

Spanish 6

Grade 6
Alternate Day

¡Bienvenidos! Spanish 6 is an introductory course in the Spanish language and cultures of the Spanish-speaking world. It is appropriate for students new to Spanish as well as those who have taken elementary Spanish. The goal of Spanish 6 is for students to communicate on a limited range of topics both orally and in writing.





Language Acquisition Department

ESP Spanish 7

Grade 7
Every Day

This is a continuation of the Park Spanish Immersion (PSI) Extended Spanish Program (ESP). These classes are taught exclusively in Spanish and are for students who are enrolled in the ESP program. Students will communicate about familiar topics and basic opinions using paragraphs. They will comprehend main ideas of written and spoken language and use appropriate cultural and idiomatic expressions in the correct contexts. The class also includes advanced study of grammar, as well as spelling and punctuation. The curriculum is set in thematic units: Stories, Poetry, Healthy living, and Drama. Students are expected to read one book per quarter and to write down one summary per week, in class. During the school year students are expected to show mastery in IB phase 5.

German 7

Grade 7
Alternate Day

Students will continue to develop language skills by exploring how to talk about daily lives. Communicating primarily in German, teacher and students will ask and answer questions, discuss topics of everyday life and do more comparing and contrasting of different cultures. Students should anticipate expanding their proficiency by working with all four modalities of language acquisition (speaking, listening, reading and writing.)

Spanish 7

Grade 7
Alternate Day

¡Aprende más! Language acquisition continues as students use the language in meaningful and authentic ways. Students will communicate about themselves using personal adjectives and verbs, express opinions and share about daily routines. Students will also begin learning the nuances of verb conjugations and sentence building by seeing and using the language in a variety of texts and mediums of communication.

French 7

Grade 7
Alternate Day

Students will continue with their French language development by expanding on their ability to communicate with others. Students will continue to learn about a variety of French cultures and practices. Students will communicate about themselves and others using adjectives, verbs, and nouns. They will learn about how our schools are different from those in France, by learning vocabulary and culture. Students will work with all four modalities of language acquisition (speaking, reading, writing, listening) during the class. Successful completion of this course will prepare students for French 8.

ESP Spanish 8

Grade 8
Every Day

This is a continuation of the Park Spanish Immersion (PSI) Extended Spanish Program (ESP). These classes are taught exclusively in Spanish and are for students who are enrolled in the ESP program. Students will communicate about familiar topics and basic opinions using paragraphs. They will comprehend main ideas of written and spoken language and use appropriate cultural and idiomatic expressions in the correct contexts. The class also includes advanced study of grammar as well as spelling and punctuation. The curriculum is set in thematic units: Stories, Anatomy, Newscast, and Travel. Students are expected to read one book per quarter and present it in the style of various Hispanic Icons. The ESP-8th grade students will take the National Spanish Exam. During the school year students are expected to show mastery in IB phase 6.

Note: Extended Spanish Program (ESP) students are automatically enrolled in the ESP-Language Acquisition and I&S classes.



Language Acquisition Department

German 8

Grade 8

Alternate Day

Students will build language skills based on what they have learned in the previous grades, demonstrating proficiency and ownership of the language. Students will become more comfortable expressing themselves through text and dialogue using the functions of nouns, verbs, adjectives and prepositions correctly. More complex sentences and word order will give the language a more authentic dimension.

Spanish 8

Grade 8

Alternate Day

Students will identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language and demonstrate their comprehension in short oral and written form. Students will work towards mastery of basic language skills. The goal at the end of eighth grade is for students to be prepared for Spanish II at the High School.

French 8

Grade 8

Alternate Day

Students will build upon the materials they learn in French 7 to move from scripted conversations into conversations they create on their own. Understanding will be enhanced by the ability to work with verbs, adjectives and nouns in context in French. Students will work towards comfortably speaking, reading and writing in French. Students will be able to ask and answer a variety of questions about their daily lives and the activities of others.

Reading & Writing for Native Spanish Speakers

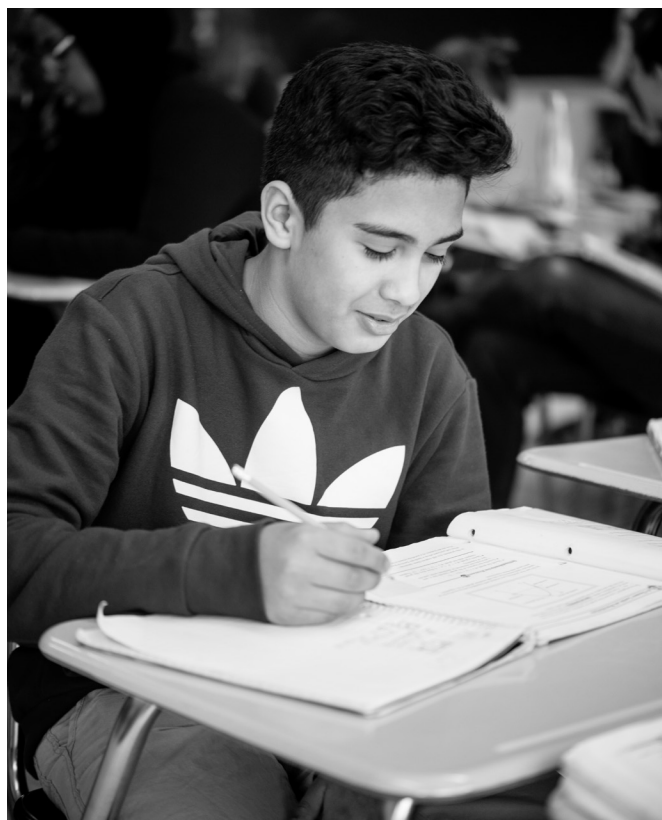
Grades 6, 7, 8

Alternate Day

This class is designed for students who are native speakers of Spanish and would like to improve their reading and writing skills. The class will be conducted entirely in Spanish and will focus on phonetics, spelling, punctuation, academic language, reading and composition. The High School also offers Spanish for Native Speakers

Este curso está diseñado para los estudiantes hispanohablantes que quieran mejorar sus habilidades en lectura y escritura. La clase se enseña completamente en español y se enfoca en fonética, ortografía, puntuación, lenguaje académico, lectura y composición.

La clase de "Spanish for Native Speakers" también está ofrecida en el high school.



Note: Extended Spanish Program (ESP) students are automatically enrolled in the ESP-Language Acquisition and I&S classes.



Language & Literature Department

Language & Literature 6

Grade 6
Every Day

This course encourages students to appreciate and analyze a wide range of texts. In this new integrated course, challenges will be offered unit to unit, and possibly even assignment to assignment. Students will be able to choose differentiated options for texts and ways of showing learning throughout the year. Though this fast paced Language and Literature course has a reading focus, listening, speaking, and writing will also be developed as they serve as a tool to communicate and connect learning. Reading experiences will include, but not be limited to: literature circles, whole-class novel studies, short stories, independent reading and current event articles. Both fiction and informational texts will be used to help students develop and identify relevant details from the text. Skills and knowledge developed in this course include: quoting texts accurately, identifying relevant details that support conclusions, comparing and contrasting ideas based on implicit text, summarizing from a section of text, text as a whole, and across texts and recognizing how author's choice impacts style.

Advanced Language & Literature 6

Grade 6
Every Day

This Advanced course offers a faster-paced version of 6th Grade Language and Literature with greater depth. This class will involve more discussions and assignments that require abstract thinking and independent learning.

This course assumes advanced reading and writing skills and encourages students to appreciate and deeply analyze a wide range of challenging fiction and informational text and to apply this knowledge in a variety of ways. Although this course has a reading focus, listening, speaking, and writing will also be developed as they serve as a tool to communicate and synthesize learning. This course covers more material and has more homework than Language and Literature 6. Reading experiences will include: literature circles, whole-class novel studies, short stories, independent reading and current event articles. Skills and knowledge developed in this course include: quoting texts accurately and using relevant details to support logical conclusions, using evidence to synthesize interpretations, and evaluating author's purpose(s) within and across text(s).



Language & Literature 7

Grade 7
Every Day

This course focuses on reading and writing skills through in-depth, critical analysis of a variety of text. In this new integrated course, challenges will be offered unit to unit, and possibly even assignment to assignment. Students will be able to choose differentiated options for texts and ways of showing learning throughout the year. Students consider the multiple perspectives presented in nonfiction, short stories, poetry, drama, class novels and independent reading. Students write in a variety of genres, with a particular focus on paragraph structure and multi-paragraph essay writing. Students also select topics of personal interest to develop additional research and speaking skills. Knowledge and skills developed in this course incorporates word study and using multiple meanings of words to construct meaning. Students will learn how to quote texts accurately, identify relevant



Language and Literature Department

details that support conclusions, use evidence to justify interpretations of meaning, analyze symbolism, recall cause/effect relationships, make inferences, and recognize how an author's choice can impact style and tone.

Advanced Language & Literature 7

Grade 7
Every Day

This Advanced course offers a faster-paced version of 7th Grade Language and Literature with greater depth. This class will involve more discussions and assignments that require abstract thinking and independent learning.

This course focuses on reading and writing skills through in-depth, critical analysis of a variety of text. Students consider the multiple perspectives presented in non-fiction, short stories, poetry, drama, class novels and independent reading. Students write in a variety of genres, including multi-paragraph writing. This advanced course covers more material, has more homework, and advanced reading and writing skills are assumed. Students select topics of personal interest to develop research and speaking skills. Knowledge and skills developed include word study and using multiple meanings of words to construct meaning, quoting texts accurately, analyzing relevant details to support logical conclusions, using evidence to synthesize interpretations of meaning, and evaluating an author's purpose.

Language & Literature 8

Grade 8
Every Day

The main focus of this comprehensive course is making meaning from a wide variety of texts and consideration of multiple perspectives presented in informational text, short stories, poetry, drama, class novels and independent reading. In this new integrated course, challenges will be offered unit to unit, and possibly even assignment to assignment. Students will be able to choose differentiated options for texts and ways of showing learning throughout the year. Students will also experience extensive writing including: argumentation, expository, narrative, and creative writing. This course

will begin to develop abstract, higher order literacy skills. Vocabulary will be at and above the 8th grade level. Knowledge and skills developed in this course include recognizing multiple meanings of a word or phrase to construct meaning, using relevant details to support conclusions, analysis of similarities and differences among ideas and events within and across texts, recognizing how an author's choice impacts style, and using evidence to justify interpretations of meaning.

Advanced Language & Literature 8

Grade 8
Every Day

This Advanced course offers a faster-paced version of 8th Grade Language and Literature with greater depth. This class will involve more discussions and assignments that require abstract thinking and independent learning.

The main focus of this comprehensive course is making meaning from a wide variety of texts and consideration of multiple perspectives presented in informational text, short stories, poetry, drama, class novels and independent reading. This advanced course covers more material, has more homework, and advanced reading and writing skills are assumed. This course continues to develop abstract, higher order literacy skills. Vocabulary introduced will include college prep words, going far above the 8th grade level. Knowledge and skills developed in this course include analyzing relevant details from text to support conclusions, effectively paraphrasing complex text, using evidence from text to synthesize interpretations, evaluating author's purpose(s) within and across text(s), and using evidence to analyze author's choices.





Language & Literature Department

Digital Storytelling

Grades 6

Alternate Day

Digital stories are multimedia productions that can combine photographs, video, animation, sound, music, text, and a narrative voice. When students are able to participate in the multiple steps of designing, creating, and presenting their own digital stories, they can build several literacy skills. These skills include the following: research skills, writing skills, and organization skills by managing the scope of the project within a time constraint. Technology skills can be gained through learning to use a variety of tools, such as Google, WeVideo, PowToons, QuickTime, etc. Inquiry and thinking are key IB learner profile attributes that will be reinforced through this course.

Creative Writing

Grades 7, 8

Alternate Day

In this class, students will learn the steps to the creative writing process. Throughout the term, students will get a chance to produce many creative writing pieces including: short stories, fan fiction, slam poetry, historical fiction, and more. We will workshop and revise our writing as we read up on popular authors' opinions on the craft.

Film Studies

Grades 6, 7, 8

Alternate Day

Film Studies is a course that explores all aspects of cinema. Topics covered include the vocabulary of cinema, screenwriting, directing, filming, and the messaging behind and within films. Students will view many full-length films and film clips throughout the year and discuss why and how those films were created, as well as the techniques used to achieve certain effects. The class may explore some mature topics and will watch films and film clips that are rated PG-13. Alternate titles are provided, upon request, for assignments related to PG-13 films. The course culminates in students creating their own film, going through the process from storyboarding, acting, filming, and editing.

Writing 6

Grade 6

Alternate Day

The primary focus of this course will be using the writing process to produce quality pieces of writing in a variety of genres with an emphasis on structure and supporting details. This is a required course for non-ESP students. It may be taken as an elective for ESP students.





Math Department

Math Acceleration at St. Louis Park Middle School

Most students are best served in the grade level mathematics course. In select circumstances, a student may be better served with a single subject acceleration in math. A student who might be better served by a single subject acceleration in math is one who has already mastered the material of the grade above, demonstrates maturity in school settings, and is intrinsically motivated to persist with mathematics as they see and value math in the world around them.

Given the nature of mathematics, the concepts build upon one another. Pre-Algebra I introduces many new topics that have not been explored in previous grade levels. Pre-Algebra II builds upon Pre-Algebra I – the topics in the second course are closely related to the first course. All students have the option to experience topics in Pre-Algebra II during Pre-Algebra I in connection with the Talent Development extension and enrichment opportunities. Therefore, the optimal time to consider acceleration is after Pre-Algebra I.

The trajectory of most students at the middle school will be Pre-Algebra I, Pre-Algebra II, Algebra and then Geometry at the high school. The students who accelerate will have a pathway of Pre-Algebra I, Algebra, and Geometry at the Middle School before going to the high school.

All students will have the opportunity to take one college level math course at the high school. For the students who accelerate a grade level, they will have the opportunity to take two college level math courses at the high school.

Math Acceleration Criteria:

85% or higher on the 7th Grade Summative Exam

Timelines and Communication:

- **January/February:** Registration information shared and students register for classes. Contact your child's math teacher or Math Department Chair, Maddy Wegleitner (wegleitner.madalyn@slpschools.org) to receive information about acceleration option
- **February:** Communication sent home about selected class option and upcoming testing/file review to determine appropriateness of acceleration
- **April/May:** Testing and file review completed by data team
- **May/June:** Communication sent home about results of testing/file review and state class for next school year





Math Department

Pre-Algebra I

Grade 6
Every Day

Students enrolled in this rigorous course will experience a complex instructional approach to learning mathematics. With this approach, students will work in groups to ask questions, explain ideas, justify their work, and consider multiple perspectives. The main topics of study include:

- Number and Operation: Operating with ratios, fractions, decimals, and percentages
- Algebra: Creating tables, graphs, and equations; solving equations
- Geometry: Finding surface area and volume of non-rectangular prisms, angle relationships
- Calculating theoretical and experimental probabilities

Pre-Algebra II

Grade 7
Every Day

Students enrolled in this rigorous course will experience a complex instructional approach to learning mathematics. With this approach, students will work in groups to ask questions, explain ideas, justify their work, and consider multiple perspectives. The main topics of study include:

- Number and Operation: Positive and negative rational number operations, proportional reasoning
- Algebra: Solving equations, direct variation
- Geometry: Surface area and volume of cylinders, circle properties, similarity
- Probability: Interpreting and displaying data, finding proportional probabilities

Algebra

Grade 8
Every Day

Students enrolled in this rigorous course will experience a complex instructional approach to learning mathematics. With this approach, students will work in groups to ask questions, explain ideas, justify their work, and consider multiple perspectives. The main topics of study include:

- Number and Operation: Scientific notation, exponent rules, absolute value
- Algebra: Linear algebra, functions, solving systems of equations and inequalities,
- Geometry: Understanding the relationships between lines on the coordinate plane
- Probability: scatterplots and line of best fit

Geometry

Grade 8
Every Day

Pre-requisite course: Algebra

The 8th grade Geometry course covers MN high school standards. It includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, circles and trigonometry, constructions, and analytic geometry. There is a heavy emphasis on using algebraic skills to solve geometric problems. Students should enter the class with experience solving systems of equations and quadratics. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument.

Theater Tech Design

Grades 6, 7, 8
Alternate Day

Become an expert on what goes on behind the curtain for theater productions. Students will learn about set, sound, lighting, lighting design, budgeting, and how math is a vital piece to all of it! Students will work on supporting shows throughout the school year including Musical Theater Choir. Math topics that will be applied are positive and negative number operations, ratios and scale factors, calculations with weights and heights, logic, and the connections to science, art, and technology.



Music Department

Beginning Band

Grade 6, 7, 8

Alternate Day

This multi-grade class is for students who have never played a musical instrument before and would like to learn how to play a brass, woodwind, or percussion instrument. Students will have the opportunity to try out the different band instruments and choose one that they would like to study. Students will learn the fundamentals of music as well as the beginning fundamentals of instrument musicianship. Students will develop note reading and rhythm skills. Throughout the year, there will be performance opportunities for the students and a chance for them to show what they have learned. Participation in band requires a commitment to playing in class and outside of the school day. Students who are in Band 6, Band 7, or Band 8 who are interested in learning an additional band instrument are encouraged to register for Beginning Band as a 2nd elective.

Band 6

Grade 6

Alternate Day

This class is for students who would like to learn to play a brass, woodwind or percussion instrument. In this course, a variety of musical literature will be studied and students will have multiple performance experiences throughout the year. The fundamentals of instrumental musicianship will be reviewed and emphasized throughout the course. Students will develop their note reading and rhythmic skills while focusing on tone production and instrument technique. Members of this class often will perform with the other bands in their concerts. Practice at home is required in order to be at performance level. Participation requires a commitment to performing both in class and outside of the school day

Band 7

Grade 7

Alternate Day

This band consists of students who have previous experience playing a brass, woodwind or percussion instrument. In this course, a variety of music literature will be studied and all students will have multiple performance experiences each year. Assessments will include both formative and summative performance skill assessments, quarterly music playing exams and some written assessments. This class is part of the combined band in the spring and members can also be in the specialty ensembles, such as jazz band. Practice at home is required in order to be at performance level. Participation requires a commitment to performing both in class and outside of the school day.

Band 8

Grade 8

Alternate Day

This band consists of students who have previous experience playing a brass, woodwind or percussion instrument. Students will get a chance to sharpen their instrumental skills through challenging music and performances. The Advanced Band may also be selected to represent the St. Louis Park School District at various community events and contests. Assessments will include both formative and summative performance assessments, quarterly music playing exams and some written assessments. This class is part of the combined Festival band in the spring and members can also be in the specialty ensembles, such as jazz band. Practice at home is required in order to be at performance level. Opportunities to perform include festivals, contests, and concerts.



Music Department

Choir 6

Grade 6

Alternate Day

This class is for students who would like to sing and continue to develop vocal skills. No previous experience is necessary. Choir is an upbeat course where students work together as a team to develop their singing skills. Choir members will work on vocal technique, rehearsal skills and be given a well-rounded background in music fundamentals. Each student will develop independent singing and reading skills to attain a high level of musicianship and confidence. There will be opportunities for performances throughout the year. Participation requires a commitment to performing both in class and outside of the school day.

Choir 7

Grade 7

Alternate Day

This choir consists of students who have previous experience singing in a beginning choir. Students will get the chance to improve their vocal skills while emphasizing the basics of proper techniques. Choir is an ensemble-based course in which students work together as a team to develop their vocal skills. Choir members will work on proper vocal technique, rehearsal skills and will be given a well-rounded background in music fundamentals. Each student will develop independent singing and reading skills to attain a high level of musicianship and confidence. There will be several opportunities for performances each year. Participation requires a commitment to performing in class and outside of the school day.

Choir 8

Grade 8

Alternate Day

This choir consists of students who have previous experience singing in a beginning, intermediate or advanced choir, and advanced choral students who wish to explore singing in select small ensembles formed within the class. Students will get a chance to sharpen their vocal skills through challenging music and performances. Choir members will work on proper vocal technique and rehearsal skills and will be given a well-rounded background in music fundamentals. Each student will develop independent singing and reading skills to attain a high level of musicianship and confidence. Participation requires a commitment to performing both in class and outside of the school day.





Music Department

Beginning Orchestra

Grade 6, 7, 8
Alternate Day

Beginning Orchestra is a multi-grade music class which is open to all 6th, 7th and 8th grade students with no previous experience required. Students will have opportunities to learn how to play the various instruments in the String family: Violin, Viola, Cello, and the String Bass, before selecting what they would like to play as their main instrument. In this class we will learn fundamental performance skills, instrumental techniques, and develop our ability to read music. Throughout the year there will be performance opportunities where students will be able to showcase the skills they develop in this course. Participation in Orchestra requires a commitment to playing in class, as well as practicing at home.

Orchestra 6

Grade 6
Alternate Day

This class is for students who would like to learn or continue to play a string instrument. In this course, a variety of orchestral literature will be studied and students will have multiple performance experiences throughout the year. The fundamentals of instrumental musicianship will be reviewed and emphasized throughout the course. Students will develop their note reading and rhythmic skills while focusing on tone production and bowing technique. Assessments will include both formative and

summative performance skill assessment. Members of this class often will perform with the other orchestras in their concerts. Participation requires a commitment to performing both in class and outside of the school day.

Orchestra 7

Grade 7
Alternate Day

This orchestra consists of students with one or more years of instruction on a string instrument. Students will have the opportunity to improve technique while emphasizing basics. Using a variety of musical literature, the fundamentals of instrumental musicianship will be reviewed and emphasized throughout the course. In seventh grade, students will continue to develop their rhythmic skills while focusing on intonation, tone production and bowing techniques. They will also have an introduction to more advanced techniques, such as shifting and vibrato. Practice at home is required in order to be at performance level. Participation requires a commitment to performing both in class and outside of the school day.

Orchestra 8

Grade 8
Alternate Day

This orchestra is a select ensemble, which features performance at an advanced level with development of all basic skills. This orchestra consists of students with two or more years of instruction on a string instrument. In Orchestra, students will continue developing rhythmic skills while also focusing on and developing more advanced skills like vibrato and shifting. In addition to the large group rehearsal every other day, students may also receive several small-group lessons each quarter. Assessments will include both formative and summative performance skill assessments and some written assessments. Practice at home is required in order to be at performance level. Opportunities to perform include festivals, contests, and concerts, and may include some travel opportunities.





Music Department

Guitar/World Drumming 6

Grade 6

Alternate Day

Guitar Class provides students an opportunity to explore the fundamentals of guitar performance, reading traditional notation, understanding the musical concepts of melody, harmony, rhythm and form and to develop a deeper appreciation for all styles of music and music as art. Students will learn the application of the music alphabet to the entire fret board; learn to read music notation, and memorize basic chord fingerings and chord progressions.

World Drumming is designed to introduce students to a fundamental understanding of elements of music and rhythm while exploring ways to create music on ordinary household items, as well as the roles of music in society and culture through performance on African, Latin and Native American percussion instruments.

Guitar/World Drumming 7

Grade 7

Alternative Day

Guitar Class provides students an opportunity to explore the fundamentals of guitar performance, reading traditional notation, understanding the musical concepts of melody, harmony, rhythm and form. Students will learn the application of the music alphabet to the entire fret board, learn to read music notation, and memorize basic chord fingerings and chord progressions. They

will learn several strumming and finger techniques for accompanying songs. World Drumming students will be learning basic percussion techniques including proper playing position, music notation, music theory, and performance skills as they learn excerpts and songs through curriculum such as World Music Drumming and a Drum Circle Handbook.

Guitar/World Drumming 8

Grade 8

Alternate Day

This class provides students an opportunity to explore the fundamentals of guitar performance, reading traditional notation, understanding the musical concepts of melody, harmony, rhythm, and form. Students will learn the application of the music alphabet to the entire fret board; learn to read music notation, and memorize basic chord fingerings and chord progressions. They will learn several strumming and finger techniques for accompanying songs.

World Drumming is designed to introduce students to an intermediate understanding of elements of music and rhythm while exploring ways to create music on ordinary household items, as well as the roles of music in society and culture through performance on African, Latin and Native American percussion instruments.

Musical Theatre Choir

Grades 6, 7, 8

Alternate Day

Within a semester, students will explore music, theatre, and dance as well as the visual arts by participating in the production of a pre-written musical. The musical will be learned, rehearsed, and staged during class and result in public performances during the first semester of the year. Creativity will be stressed and developed while students learn basic techniques common to all of the arts. During the alternate semester, students will assist in selecting choral music to be learned, rehearsed, and performed in a musical that they will write, direct, choreograph, costume, and perform. Students will be expected to attend & perform at concerts and shows outside regular school hours.





Physical Education Department

Health Education is required by IB and State Standards to be no less than 25% of Physical/Health Education Curriculum.

Physical Education 6

Grade 6

Alternate Day

Students will be involved in activities that work on perceptual motor development and movement skills. The major areas covered are individual sports, team sports, indoor/outdoor games, and physical fitness. Basic rules, safety, and etiquette are emphasized in all areas. Two health units will be taught during the school year in this class.

Physical Education 7

Grade 7

Alternate Day

This course is an exploratory program involving students in the areas of individual sports, dual and team sports. Individual growth and development is encouraged through participation in individual activities such as physical fitness and badminton. Team concepts are provided through activities, such as basketball and flag football. Safety concepts, rules, and etiquette are emphasized in all areas. Two health units (Substance Abuse and Puberty) will be taught during the school year in this class.

Physical Education 8

Grade 8

Alternate Day

Students will understand and participate in physical activities that develop motor skills and physical fitness. This will be accomplished through instruction in the individual activities of badminton, physical fitness, and weight training. Team concepts are provided through activities such as floor hockey, volleyball, softball, and ultimate. Safety concepts, rules and etiquette are emphasized in all activities. Two health units (Conditioning Your Body and Pregnancy/Birth) will be taught during the school year in this class.

Recreational Sports

Grade 6

Alternate Day

Students will experience multiple lifetime and recreational activities. Activities will be non-competitive in nature and promote positive sportsmanship. Sports include individual, dual and team, such as badminton, pickle ball, kickball, and snowshoeing.

Competitive Sports

Grades 7, 8

Alternate Day

This class is designed to enhance students' interest and participation from past or current Physical Education experiences. Activities will be competitive in nature and promote positive sportsmanship. We will use knowledge, strategies, and past-learned skills to compete in competitive sports and activities in greater depth. Examples include: soccer, football, basketball, tennis, golf, volleyball, and badminton.

Conditioning and Strength

Grades 7, 8

Alternate Day

This class is for the student that wants to take their athletic experience to the next level. Activities are designed to improve physical performance on National Fitness Standards and to give a competitive advantage to athletes. Knowledge of strength training, conditioning, and nutrition will guide the student to improve health and well being. Activities include weight room, cardiovascular training, plyometrics, stretching, and nutrition.





Science Department

Science 6/ESP Science 6*

Grade 6
Every Day

Science 6 is a yearlong **earth science** course with emphasis on earth and space systems, climate science, environmental awareness, and the engineering design process. This inquiry-based curriculum will provide hands-on investigations for a variety of engaging topics including: geology, weather & climate, resources, human impacts & sustainability, and Earth's place in the universe. Regular attendance is critical for success in science class.

**ESP (Extended Spanish Program) Science 6 is taught in Spanish*



Science 7

Grade 7
Every Day

Science 7 is a yearlong **life science** course with an emphasis on the structure of living things and the connections they have with their surrounding environment. Students will also explore their own human impact on the environment. This inquiry-based curriculum will provide hands-on experiences for a variety of engaging topics including: scientific method, cells, body systems, diseases, genetics, and ecology. Regular attendance is critical for success in science class.

Science 8

Grade 8
Every Day

Science 8 is a yearlong **earth science** course with an emphasis on the structure and transformation of energy on earth, in our solar system, and beyond. This course serves as preparation for success in high school science courses and offers a rigorous curriculum. Inquiry-based learning investigations will provide hands-on experiences for a variety of engaging topics including: scientific method, geology, weather & climate, astronomy, chemistry, and renewable/nonrenewable energy. Regular attendance is critical for success in science class.

MN Outdoors

Grades 6, 7, 8
Alternate Day

MN Outdoors is a class that combines Minnesota natural history, ecology, and environmental sciences through projects, activities and outdoor experiences. This will be a very active, hands-on class! Students should be ready to move, try new things, be creative, and have fun! Students will also be required to wear clothing appropriate to the weather and activity we are doing - they will get prior notice of any special clothing requirements, but they should be prepared to be outside every day. Topics covered: outdoor recreation, MN natural history/ecology, early American skills, biodiversity, and habitats in our community.



Science

Introduction to Microbiology

Grades 7, 8
Alternate Day

Microbiology is an alternate day course designed to introduce students to a variety of basic science concepts in the micro world. This course will focus on topics such as basic use of microscopes, a variety of microscopic living organisms, cell structure, function, & reproduction and issues that the general public deals with concerning the microscopic world. Basic biological principles will be used to help understand content.

Forensic Science

Grades 6, 7, 8
Alternate Day

See science through the eyes of a crime scene investigator. Forensic Science is an alternate day course designed for students to explore various areas of forensic biology and crime scene investigation. Topics include DNA structure and analysis, analysis of skeletal evidence, biological trace evidence, blood and other body fluids, fingerprinting, and an overview of the human organ systems connected to these kinds of evidence.



Study

Study

Grades 6, 7, 8
Alternate Day

The study class is intended to meet the needs of students who seek a quiet environment in which to individually complete assignments. Students are expected to arrive in class with work to complete, a book to read, or some other appropriate individual activity to do.





Visual Arts Department

Ceramics and Sculpture

Grade 7, 8
Alternate Day

This course provides students the opportunity to explore 3D design through the creation of clay and mixed media sculptures with a focus on aesthetics and art history. Activities include making ceramic bowls, coil pots, and large-scale papier-mâché sculptures. This course will introduce students to core 3D design concepts while allowing them to turn their ideas into hand-built projects they will be able to take home. Students may take this class for one year or for both years.

Digital Illustration

Grades 7, 8
Alternate Day

Students will learn three different adobe programs: Photoshop (photos/pixel based), Illustrator (drawing/vector based) and InDesign (layout). Each project/program will build knowledge for their end goal – a series of original story panels. Students will research comic books, graphic novels, children's books and other styles of illustrated works. Students will find the genre that best fits their style and create the story, hand-drawn illustrations, typography, and layout. Students may take this class for one year or both years.

Exploring Art

Grade 6
Alternate Day

This course encompasses broad visual art experiences. It is designed to build knowledge of art and art history to create an awareness of visual arts within the world. Students will also examine various cultures and artists, and develop techniques for creating and understanding artworks. Students will experience a variety of art mediums which will include drawing, painting, weaving, and more.

Digital Photography

Grades 7, 8
Alternate Day

This course teaches students how to use a point-and-shoot camera to produce photographs that move beyond ordinary snapshots. Students will explore photography basics like the rule of thirds, framing, photo editing and how to manage a digital portfolio. Students will experiment with a variety of compositional techniques and types of photography in both an indoor and outdoor classroom setting. Students may take this class for one year or for both years.

Painting and Illustration

Grades 7, 8
Alternate Day

Explore the world of painting and illustration through the elements and principals of design. Students will explore a variety of subject matter and examine various cultures and artists. They will develop techniques for creating and understanding artworks. This class will be working in a variety of media including pencil, colored pencil, chalk pastel, oil pastel, tempera and acrylic paint on canvas. Students may take this class for one year or for both years.



Note: All students are required to take one visual arts course during their middle school years.



Additional Information

Library Media Program

The primary purpose of the Library Media Program is to create lifelong learners, readers, and library users. Library media staff work with students and staff to ensure efficient access, effective evaluation, and responsible use of information and ideas. The library media specialist partners with teachers to plan and facilitate instruction that nurtures development of information literacy skills and stimulates reading. In addition to a current collection of print materials, the library media center provides a variety of electronic resources for personal productivity and multi-media production. These services and resources are available throughout the school day as well as before and after school.

Special Education

Special education services are provided for students based upon their educational needs. Their individual education plan (IEP) provides a framework for meeting those needs. The teachers within the special education program assist the students in the general education classroom as well as in a resource setting. They conference and collaborate with general education staff to accommodate the students to give them the support they need to work towards and attain their individual goals and objectives on their IEP. The goals and objectives in reading, writing, and math are in compliance with all state standards. Some of the classes offered in special education are:

- Reading Support
- Writing Skills
- Social Emotional Learning
- Skills Development
- Other alternative classes in Individuals & Societies, Language & Literature, Math, and Science are offered to students to support their specific needs.

Other Special Education services may include Speech/Language, consultative Occupational Therapy, Deaf/Hard of Hearing and Audiology, Physical Impairment or Visual Impairment support.

Multilingual Learners

St. Louis Park Middle School values our community of diverse learners. The goal of the Multilingual Learners program is to develop students' academic English language proficiency so they can access the content and fully participate in their grade level classes. Service and support decisions are made based on the individual student's strengths and needs. Students in the EL Program:

- Speak languages other than English at home
- Are born in the U.S. or have come to the U.S. at some point during their schooling
- Participate in the ACCESS test each year to measure their academic English language development
- Are in co-taught core content classes and/or English Language Development classes depending on proficiency level

Talent Development

At St. Louis Park Middle School, we believe every student comes into our classrooms having skills, gifts, brilliance, and knowledge. We want students to be able to develop, apply, and cultivate their brilliance and have it recognized. Research and suggested practices support that programming that develops students is best done through enrichment-based and integrated learning opportunities. With this new program, all students have access to gifted education by embedding it into the standard curriculum. All students have access to individual student extensions and enrichments, allowing them to develop passion projects that extend their learning in multiple and interdisciplinary ways. The goal is to deepen complexity, instead of quantity, of work. At St. Louis Park Middle School, we strive for student growth, not conformity or perfection.



Additional Information

Activities, Clubs & Athletics

It is our belief that students should have the opportunity to participate in activities outside of the academic program. Sports are offered after school until 5:30 p.m. Bus transportation is available. Activities may be dropped or added depending on student request/involvement and available adult leadership. Athletics are coordinated through the Middle School Athletic Coordinator, Derek Wennerberg, wennerberg.derek@slpschools.org.

The following clubs, activities, and athletics are offered at St. Louis Park Middle School:

Clubs and Activities

- Musical
- Honors Band
- Student Action Team
- Yearbook Club
- Select Choir
- Math Team
- Bowling Club
- Quiz Bowl Teams

Athletics

Fall

- Football (7/8)
- Soccer
- Girls' Tennis
- Girls' Swimming
- Girls' Volleyball
- Cross-Country Running*

Winter

- Basketball
- Girls' Hockey*
- Girls' Gymnastics*
- Boys' Swimming*
- Nordic Skiing*

Spring

- Track and Field
- Boys' Tennis
- Girls' Lacrosse 7/8
- Girls' Softball*
- Boys' Baseball*
- Girls' Synchronized Swimming*

** High school sport opportunity offered to 7-12 graders. Athletes interested in sports not offered at the Middle School may tryout for high school teams.*

All students who plan on participating in St. Louis Park athletics must have a current physical on file in the health office before participation in chosen sport.



Student Services

The Student Services Department exists to support students and to facilitate learning. Your primary contact in the Student Services Office is your child's grade-level Dean of Students. A dean is available to assist students in a variety of areas including general counseling, academic advising, attendance issues, discipline and conflict mediation. Deans also act as a bridge to your child's teachers and can facilitate problem-solving conferences with parents, staff and students. The Student Services Department is comprised of deans, school counselors, a social worker, a police liaison officer and grade-level coordinators.





About the IB Middle Years Programme (IB-MYP)

The IB continuum of international education, for students aged 3 to 19, is unique because of its academic and personal rigour, challenging students to excel in their studies and personal growth.

The IB aims to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

The IB offers high-quality programmes of international education that share a powerful vision. An IB education:

- **focuses on learners** – the IB's student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- **develops effective approaches to teaching and learning** – IB Programmes help students to develop the attitudes and skills they need for both academic and personal success
- **works within global contexts** – IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- **explores significant content** – IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

Informed by values described in the learner profile, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

What is the IB Middle Years Programme (MYP)?

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Certificate (IBCC).

The IB Middle Years Programme:

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups
- requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others
- empowers students to participate in service within the community
- helps to prepare students for further education, the workplace and a lifetime of learning.



The Curriculum

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design.

Student study is supported by a minimum of 50 hours of instruction per subject group in each academic year. In years 4 and 5, students have the option to take courses from six of the eight subject groups, which provides greater flexibility.

The MYP: a Unique Approach, Relevant for a Global Society

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.

MYP teachers organize the curriculum with appropriate attention to:

- **Teaching and learning in context.** Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.
- **Conceptual understanding.** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.



MYP Projects

MYP projects provide students the opportunity to demonstrate what they have learned in the MYP. In schools that include MYP years 5, all students must complete the personal project. In programmes that include MYP years 4 or 5, schools may offer students the opportunity to do both the community project and the personal project. In schools that include MYP year 3 or 4, students must complete the community project.

- The **community project** encourages students to explore their right and responsibility to implement service as action in the community. Students may complete the community project individually or in small groups.
- Each student develops a **personal project** independently, producing a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent work.

IB Quality Assurance

Any school, or group of schools, wishing to offer one or more IB programme must first be authorized to do so by the IB organization.

The requirements are the same for all schools, and the procedure is designed to ensure that schools are well-prepared to implement the programme(s) successfully. All IB World Schools are required to participate in an ongoing process of review and development, using the same programme standards and practices.

Services and Support for Schools

As part of its ongoing commitment to the development of a highly skilled global learning community, the IB provides a wide range of high-quality professional development opportunities to help new and experienced school leaders and educators understand, support and successfully deliver IB Programmes. To further support

professional development, IB educator certificates and IB leadership certificates are offered for completing an IB recognized course of study offered by a network of higher education institutions.

School leaders and educators can also serve as IB workshop leaders, school visitors, consultants, examiners, moderators or curriculum developers. Other ways to participate in the IB community include sharing good practices in the online IB Journal of Teaching Practice and through blogs and other social media networks. Other IB services include: access to curriculum materials and related publications, marketing support, networking opportunities, and assistance with university and government recognition.

Assessment in the MYP: Rigorous Criteria, Applied Consistently Worldwide

MYP assessment standards are consistent around the world. In order to maintain the rigour for which the IB is renowned, the MYP assessment model is criterion-related. Teachers structure varied and valid assessment tasks so that students can demonstrate achievement according to objectives defined by the IB. Tasks are assessed against established criteria, not against the work of other students.

A good curriculum develops a range of student skills. The MYP encourages teachers to assess this acquired skill set, including how to succeed in written examinations. Typical MYP assessment tasks include open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection. MYP assessment is carried out by teachers, according to the criteria defined by the IB.



MYP Assessment from 2016

Along with the introduction of mandatory moderation of the personal project, 2016 saw a change in the optional external assessment for the MYP. The new optional MYP eAssessment provides external evaluation for students in MYP year 5 (15–16 years old) that leads to the internationally recognized IB MYP certificate and IB MYP course results.

MYP eAssessment represents a balanced, appropriately-challenging model that comprises examinations and coursework.

Two-hour examinations in four subject groups (language and literature, sciences, mathematics, individuals and societies) and in interdisciplinary learning are individually marked by IB examiners. Portfolios of student work for four subject groups (language acquisition, physical and health education, arts, and design) are moderated by IB examiners to international standards.

These innovative assessments focus on conceptual understanding and the ability to apply knowledge in complex, unfamiliar situations. They offer robust and reliable assessment of student achievement in the MYP.



St. Louis Park
Middle School

2021-22 St. Louis Park Middle School Quick Facts



Challenging Science Curriculum

1,030

Number of students
in grades 6-8



547

Number of
student athletes

Student Demographics

White: 51.8%

Black/African American: 19.8%

Hispanic/Latino: 14.0%

Two or more races: 9.6%

Asian: 3.5%

American Indian/Alaska Native: 1.1%

Native Hawaiian/Pacific Islander: 0.2%



Numerous Fine Arts Opportunities

7

Number of periods
in a school day

1959

Year school was built



29.5

Average class
size



Exploratory Field Trips

53

Teachers
with
advanced
degrees

2016

Year school received
IB World School
Designation

30

Number of
countries
represented
by student
body



26

Number of After School
Clubs, Activities &
Athletic Teams

24

Different home
languages spoken
by students



40+

Elective classes offered

61

Number of
Multilingual learners



St. Louis Park
Middle School

Grades 6-8

2025 Texas Avenue South
St. Louis Park, MN 55426
Office: 952-928-6300

www.slpschools.org/ms

School Start/End Times

Start: 9:10 a.m.

End: 3:52 p.m.