



# East Hoke Middle School

September 23, 2025

6:00-7:30 p.m.



# Title I Annual Parent Meeting 2025-2026

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*East Hoke Middle School*

*September 23, 2025*

*6.00 P.M.*

# What is Title I?

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- Title I is the largest federal assistance program for our nation's schools
- The goal of Title I is a higher quality of education for every child.
- The program serves millions of children in elementary and secondary schools each year. East Hoke Middle is a Title I school.

# How Title I Works?

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- The federal government provides funding to states each year for Title I.
- The North Carolina Department of Education sends the funds directly to the Local Education Agency.
- The school district identifies eligible schools and provides funding based on the “rank and serve” requirements.
- East Hoke Middle implements a Title I Schoolwide Program.

# Title I Schoolwide Program

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## What is the purpose of the program?

- Improve the academic performance of low-achieving students and all other students in the school by working to improve the entire educational program.

## Who is served by the program?

- All students in the school are served as funds are used to supplement the entire educational program.

# Examples of supplemental support for all students

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- ❖ Academic Coaches
- ❖ Intervention Specialists
- ❖ Additional teachers
- ❖ Additional paraprofessionals
- ❖ Additional training for school staff
- ❖ Extra time for instruction (before and after school programs)
- ❖ Family engagement activities
- ❖ A variety of supplemental teaching methods and instructional materials
- ❖ Technology

# Title I Funds

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East Hoke Middle is provided \$364,878.55 to pay for supplemental services and programs for our students this school year.

## **List the services and programs for your school.**

- ◉ 3 additional teachers
- ◉ Family Engagement Programs (Title 1 night, Living Museum, Science Showcase)
- ◉ Minga Hall Pass (eliminate crowded halls)
- ◉ Summer School (8 teachers)
- ◉ Digital Marquee

# Who decides how funds are used?

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Every school has a School Improvement Team (SIT) composed of :

- ❑ Parents, teachers, paraprofessionals, school administrators, and other staff members
- ❑ SIT provides input on how to use Title I funds.
- ❑ Title I and School Improvement plans must be approved by the Board of Education.

# Parent's Right to Know

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**East Hoke Middle will provide parents on request and in a timely manner, information regarding the professional qualifications of the student's classroom teacher, including:**

- ◉ State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- ◉ Teaching under emergency or provisional status through which State qualification or licensing criteria have been waived.
- ◉ Teaching in the field of discipline in which the teacher is certified.
- ◉ Whether the child is provided services by paraprofessional and, if so, their qualifications.



# Parent's Right to Know continued

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## Parents may also request:

- Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part in ESSA.
- Timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

# School Improvement Plan (SIP)

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## **East Hoke Middle School's SIP includes:**

- ❑ A comprehensive needs assessment and summary of data
- ❑ Goals, objectives, and strategies to address the academic needs of students
- ❑ Professional development needs
- ❑ Coordination of resources and services
- ❑ Identification of Title I Part A funds and expenditures
- ❑ Strategies from the schools parents and family engagement plan

# School Report Card

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Hoke County Schools provide parents and the community with important information about each public school.

- Demographics;
- School safety and climate of learning information;
- Academic data;
- Graduation rates;
- Class size;
- Teacher and staff information;
- Curriculum and instruction descriptions; and
- Postsecondary preparation information

*\*The LEA and school's report card are available on the website.*

EHMS  
ELA Department  
Ms. Oyo  
Mrs. Salanitro



# Standards vs. Curriculum

**What is a Standard?**  
It is a **GOAL**.



**What is Curriculum?**  
**HOW** you achieve the goal.



Training Coaching Research Resting Nutrition



**Content standards**  
are adopted by the  
**State Board of Education.**

**To teach the content standards,**  
each school  
district  
develops  
its own curriculum.



A standard is a goal. NC Standard Course of Study defines the appropriate content standards for each grade level and each high school course to provide a uniform set of expectations for every public school in North Carolina. The goal of these standards is to prepare all students to become career and college ready.

Local school leaders make decisions about the comprehensive curriculum that they choose to deliver to students, so that they can meet the expectations of the content standards for every grade and subject.

**This keeps the curriculum**  
**at the local level and relevant**  
**to each child and family!**



**To implement the curriculum**  
teachers can use a variety of  
**tools and techniques.**



Technology



Text



Field Trips



Research

**Quality standards and**  
**effective curriculum**  
prepare each child for success in



**College or Career**

# Standards at a Glance

## The Reading Strand

- Key Ideas and Evidence
- Craft and Structure
- Integration of Ideas and Analysis
- Range of Reading and Level of Complexity



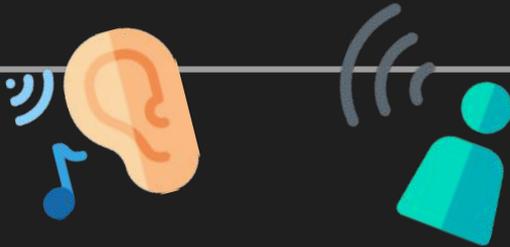
## The Writing Revolution

- Text Types, Purposes, and Publishing
- Research



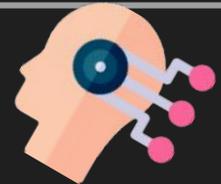
## The Speaking and Listening Strand

- Collaboration and Communication
- Presentation of Knowledge and Ideas



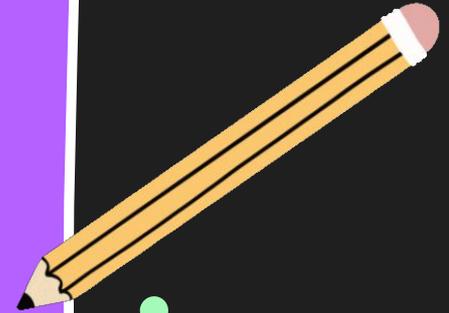
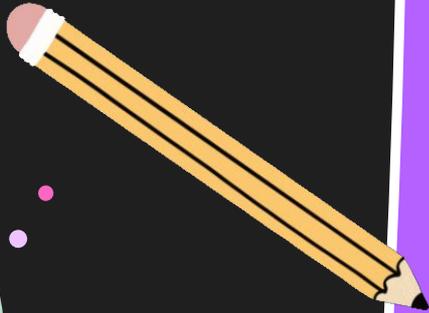
## The Language Strand

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use



# Writing Focus

- Writing raises the cognitive bar
- Until students read what they have written, they do not see the holes in their logic and reasoning
- Writing solidifies the learning in all content areas
- Writing is a barrier for student success in college and the workplace



# The Writing Revolution

A GUIDE TO EFFECTIVE WRITING INSTRUCTION  
FOR GRADES 3-5

## 2.0

Judith C. Hochman  
Natalie Wexler

with Kathleen Holmgren  
and Doug Leach



JOSSEY-BASS  
A Wiley Brand

Writing Revolution combines the writing component with critical thinking skills to ensure students are on the trajectory towards college readiness. As parents and teachers we can support our students by engaging them in daily conversations to encourage the use of Because, But and So.

## The Writing Revolution- Example

If you're teaching elementary students, you might give them this stem:

Rocket learned to read \_\_\_\_\_.

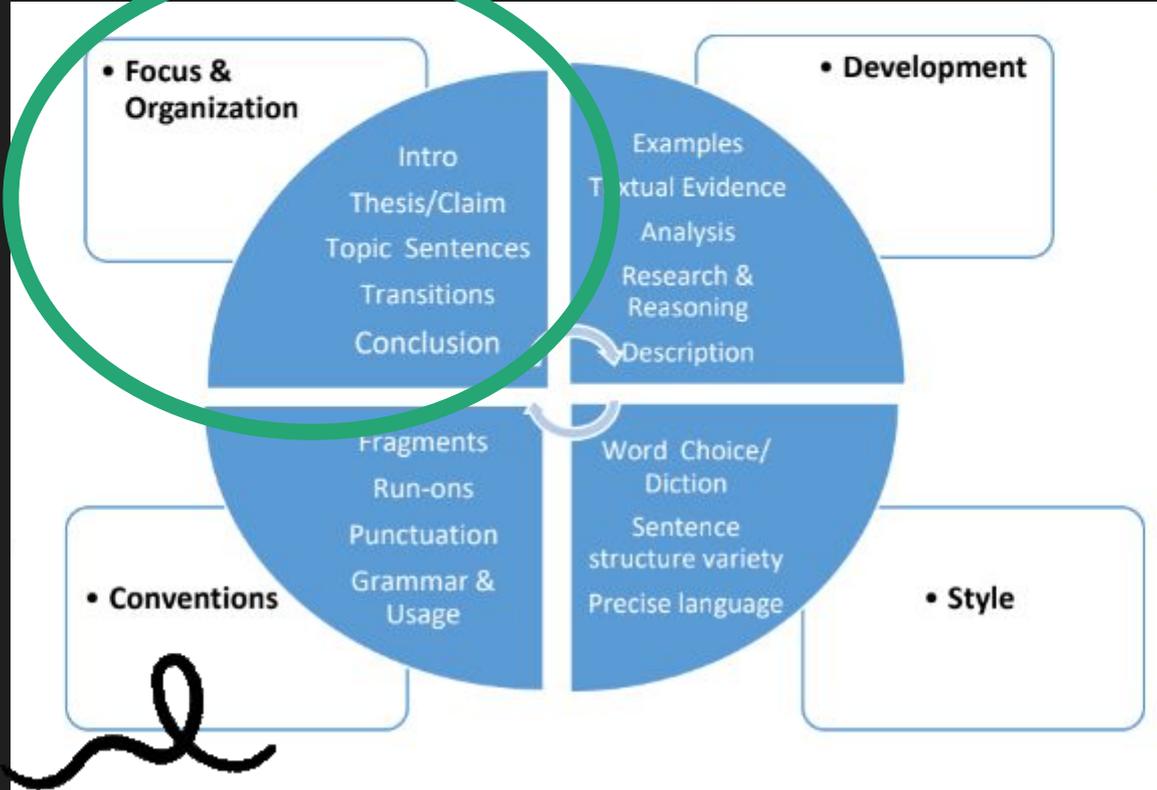
You'll ask the students to complete the stem with a phrase beginning with *because*, *but*, *and*, or *so*. They might respond:

Rocket learned to read *because the yellow bird taught him.*

Rocket learned to read, *but at first he was bored.*

Rocket learned to read, *so he was proud of himself.*

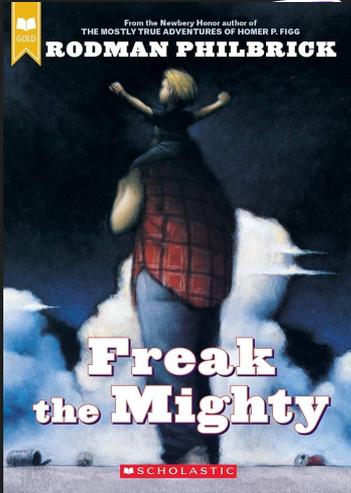
# Quarter 1



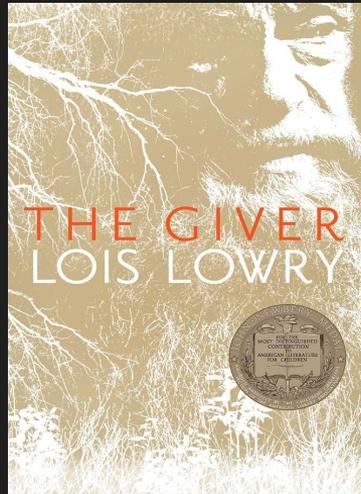
# 6th Grade - Year at A Glance

## Oyo and Salanitro

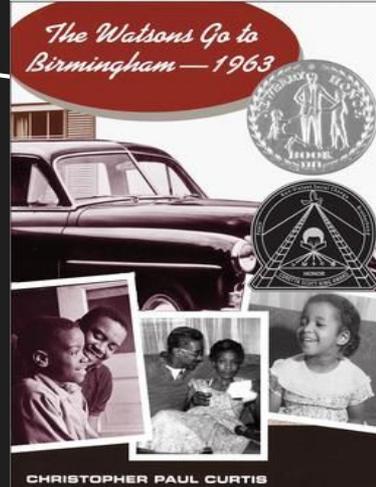
### Unit 1



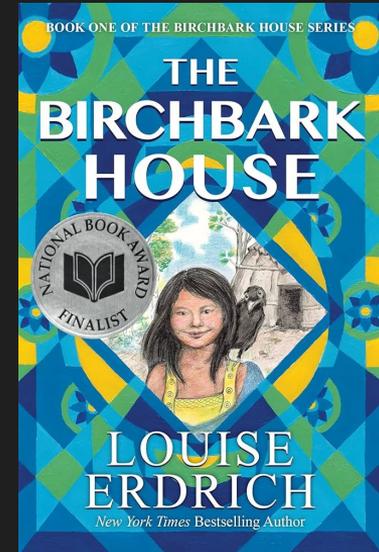
### Unit 2



### Unit 3



### Unit 4



a grammar approach that makes sense

**D**aily  
**G**rammar  
**P**ractice

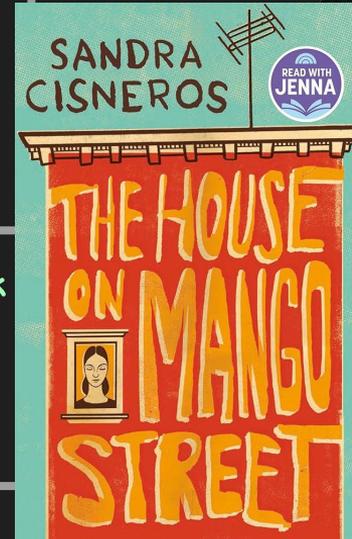
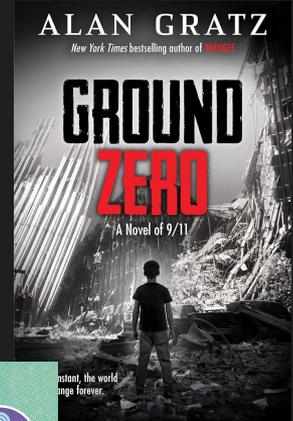
Student Workbook  
First Edition (Original)

GRADE  
6

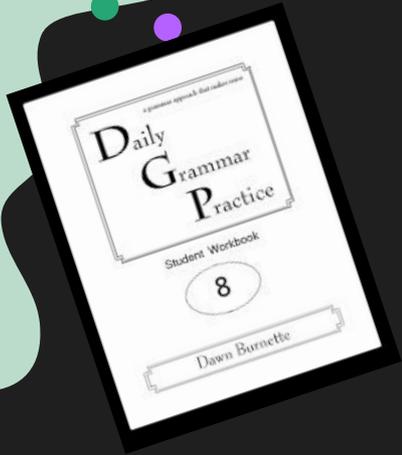
Dawn Burnette

# 7th Grade - Year at A Glance: Pickard, Pollard, DeBrough

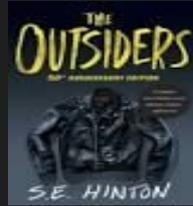
<u>Ground Zero</u>	<u>Suspense and Fear</u>	<u>The House on Mango Street</u>
<b>Module Topics:</b> Hiroshima/Nagasaki 9/11 US Withdrawal from Afghanistan Remorse Duty	<b>Module Topics:</b> Morality/Ethics Bullying Human Nature	<b>Module Topics:</b> Identity/Names Emmett Till Socioeconomic disparities Discrimination
<b>Culminating Task</b> Novel Annotation Critical Analysis Essay	<b>Culminating Task</b> Socratic Seminar	<b>Culminating Task</b> Novel Annotations



# 8th Grade - Year at A Glance: Binando and Scott



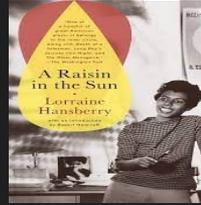
## "The Outsiders" By SE Hinton



Major Topics:  
Class Division  
Empathy  
Identify Family/Found Family

Culminating Task:  
Thematic Essay

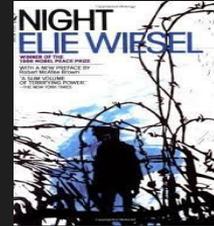
## "A Raisin in the Sun" By Lorraine Hansberry



Major Topics:  
Lorraine Hansberry  
The Black Migration  
Redlining/Housing

Culminating Task:  
Critical Analysis Essay  
of Characters in ARiS

## "Night" By Elie Wiesel



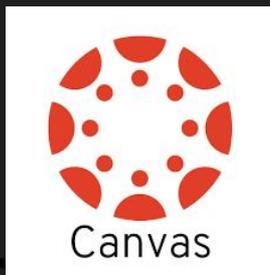
Major Topics:  
The Holocaust  
Mengele &  
Inherency of Evil

Culminating Task:  
Essay on the Inherency  
of Evil

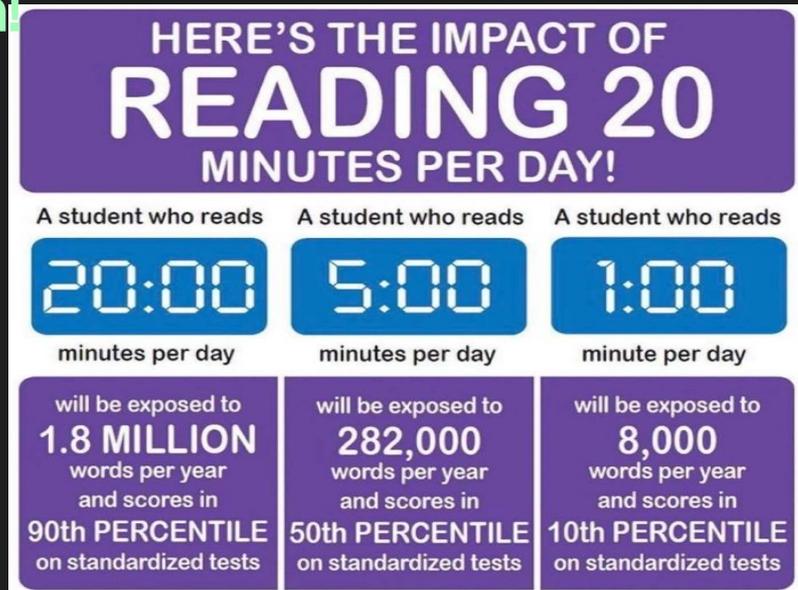
All units include a variety of supplemental texts in order to support student growth and mastery of standards.

# How can you help from home?

Get Connected!!



Encourage your child to read something they are interested in

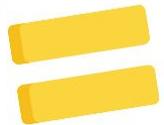
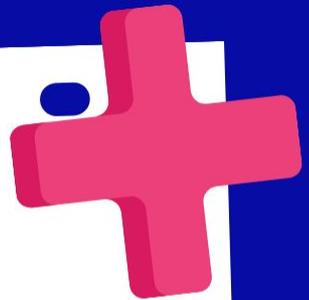


# Math Dept.

2025-26 Title 1 Curriculum Night



# Mathematics Department





hey  
you



# Meet the Teachers



hey.

Hi



Hi!



# 6th Grade at a Glance

**Unit 1: Area and Surface Area**

**Unit 2: Introducing Ratios**

**Unit 3: Unit Rates and Percents**

**Unit 4: Dividing Fractions**

**Unit 5: Decimal Arithmetic**

**Unit 6: Expressions and Equations**

**Unit 7: Rational Numbers**

**Unit 8: Data Sets**

# 7th Grade at a Glance

Unit 1: Scale Drawings

Unit 2: Introducing Proportional Relationships

Unit 3: Measuring Circles

Unit 4: Proportional Relationships and Percentages

Unit 5: Operations with Positive and Negative Numbers

Unit 6: Expressions, Equations and Inequalities

Unit 7: Angles, Triangles, and Prisms

Unit 8: Probability and Sampling

# 8th Grade at a Glance

Properties of Integer Exponents

Identify Irrational Numbers

Transformations and Congruence

Dilations

Defining a Function

Solving Equations

Similarity and Slope

Volume

Linear Relationships and Equations

Functions

Angles in Triangles

System of Linear Equations

Associations in Data

Pythagorean Theorem & Irrational

Numbers

Scientific Notation

# Math 1 at a Glance

Unit 1: Equations/Intro to Functions

Unit 4: Introduction to Quadratics

Unit 2: Linear Functions

Unit 5: System of Equations

Unit 3: Exponential Functions

Unit 6: Descriptive Statistics

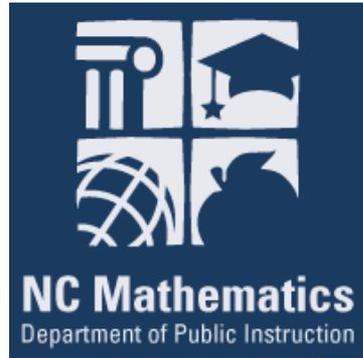
**\*Remember: This is a high school course and students can receive a high school credit for this course.\***

# Our Curriculum Resources

Amplify Math +  
desmos classroom



**OPEN·UP**  
resources™



# Any Questions?

Ms. Artis

[ashley.artis@hcs.k12.nc.us](mailto:ashley.artis@hcs.k12.nc.us)

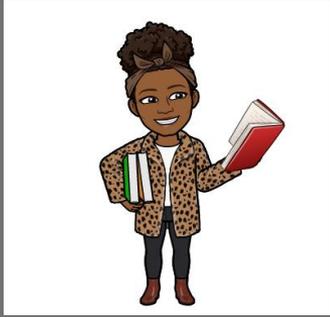


# Science Dept.

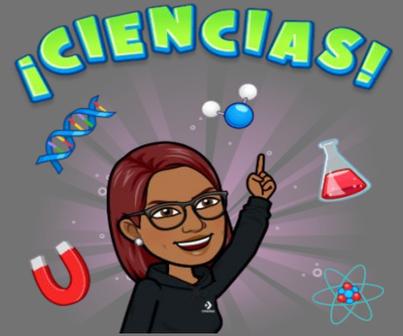
2025-26 Title 1 Curriculum Night



# 8th Grade Science (EOG Tested)



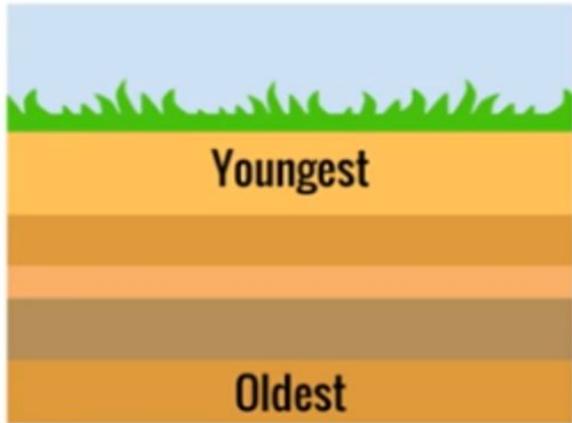
**Teachers**  
Mrs. Lalin  
Ms. Richards



**WELCOME PARENTS!**

# Earth Science

- Water unit- hydrosphere, water quality, water cycle, estuaries, distribution of water, ocean zones (hydrothermal vents), ocean system, currents
- Earth history- fossils, relative and absolute dating techniques, geological time scale.



Earth's Water Supply



# Physical Science

**Matter and its interactions:** Classification of matter, periodic table, chemical equations, conservation of energy, energy resources, balancing equations, renewable and nonrenewable energy

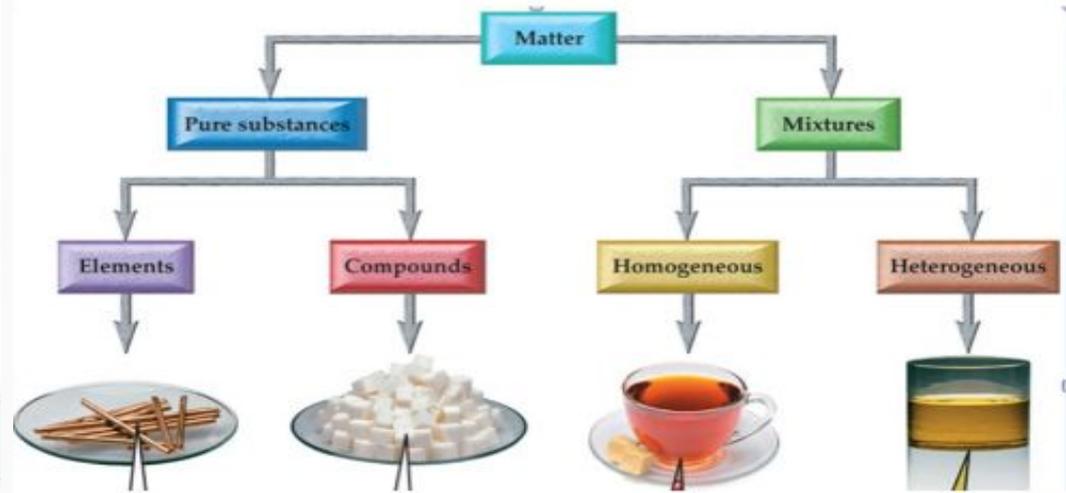
## Periodic Table of Elements

The periodic table shows elements arranged in groups and periods. A legend indicates physical states: Solid (blue), Liquid (orange), and Gas (green). It also identifies categories: Metals (yellow), Nonmetals (purple), and Metalloids (pink). The table includes atomic numbers, symbols, and names for various elements.

For elements with no stable isotopes, the mass number of the isotope with the longest half-life is in parentheses.

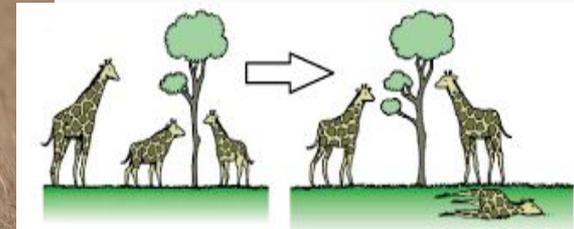
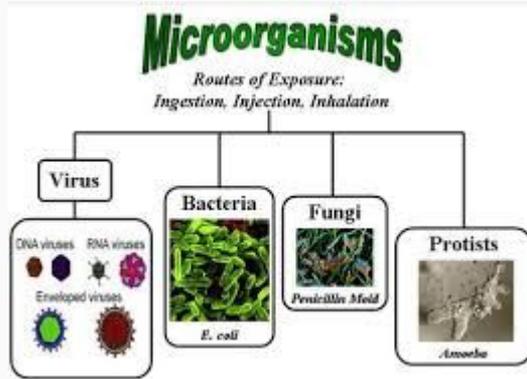
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## The Classification of Matter



# Life Science

- Microbiology- types of pathogens/microbes, vectors, pandemic and epidemic
- Ecosystems- food chains, food webs, symbiotic relationships
- Evolution- natural selection, comparative anatomy, genetic variation, plate tectonics
- Molecular biology- photosynthesis, cellular respiration,



Natural Selection in action

**CLAIM**



**EVIDENCE**



**REASONING**



Think and Explain Like a  
Scientist

(CER)

# 7th Science 2025-26

- *Ms. Quanisha Barnes*
- *Ms. Jessica Hall*



## What will your students be learning?

### Earth Science

Atmosphere- Layers and composition of Earth's atmosphere and the special phenomena which occur.

Weather- Predicting weather based on temperature, humidity, air pressure, clouds, satellites, air masses & weather fronts.

Air Quality & Stewardship: air pollution causes, effects on human health, greenhouse effect, changes in weather patterns. Regulations for clean air

### Physical Science

Forces & Motion- Linear motion, Laws of motion applied, speed & acceleration (calculations and graph). Work, Power, and Forces.

Energy- Mechanical and electrical energy transfers & transformations. Analyzing the Law of Conservation of Energy when applied to mechanical energy and simple machines (efficiency & mechanical advantage).

### Life Science

Microbiology- animal and plant cells and life processes/functions. Protists' structure and life functions.

Genetics- asexual and sexual cellular reproduction, genetic traits, Punnett squares and pedigree. Causes of genetic change.

Human anatomy- Structure and functions of circulatory, respiratory, nervous, endocrine, excretory, immune, and muscular-skeletal systems

# 6th Grade

## Teachers

Ms. Sutton

Ms. Briones

**Planting the seeds.**

# Curriculum- focus on modeling & experimentation

## PHYSICAL SCIENCE :

- **Chemistry-Intro to Matter & Physical Properties**
- **Energy- Thermal & Electrical energy**
- **Wave Energy- Sound & Light**

## EARTH SCIENCE:

- **Astronomy Systems & Patterns**
- **Geology- Internal & External Forces Shaping Earth's Surface**
- **Soil formation, quality, and stewardship**

## LIFE SCIENCE:

- **Botany- Plant development, growth, & survival**
- **Ecology- energy flow, interconnected systems.**

# Literacy & Math Integration

## **Literacy:**

**Scientific vocabulary, Non-fiction texts, and  
Technical writing- lab reports**

**C.E.R.: Claim, Evidence, Reasoning**

- **Writing strategy that works to strengthen students' abilities to support thoughts with research and first-hand experiences (like demonstrations & experiments)**

## **Math Integration:**

**Data table creation & interpretation**

**Graph creation & interpretation**

**Use of simple scientific formulas to calculate such things as density, solubility, electrical currents, data averages, percent accuracy, ratios, and scalar models.**

# STEM Extracurricular Activities

Clubs will start in October (TBA if prior to that)

**SCIENCE OLYMPIAD**: team competition at regional, state, national & international level in 23 different events covering Life Science, Earth Science, Physical Science, STEM-forensic science, engineering (structural and aerodynamic).

**ROBOTICS**: team competition in which students build and program using code different types of robots to complete different tasks from navigating a maze, kicking/tossing objects, going under water, and battling other robots.

*Plenty of opportunities for students in ALL grades to be part of a team, gain recognition, and have fun learning & doing science.*

# Science Night!

Instead of having a Science Fair, the science teachers have decided to have a Science Night.

Students will choose a science experiment or demonstration. Student projects will be selected and then displayed in the gym.

Science teachers may create a science demonstration, science mural, or short presentations in which student-nominated/selected helpers will present and assist.

The *date* is set for February 26. More information to come.

# 6th Grade Social Studies

Welcome to Title 1 Night! This year in 6th grade Social Studies, students will dive into world history, exploring diverse cultures and significant events through primary and secondary sources. They'll develop critical thinking skills by analyzing artifacts, comparing perspectives, and understanding how geography shapes human interactions.

# **Curriculum at a Glance:**

**Unit 1 : Thinking Like a Historian**

**Unit 2 : Meet the Ancients!**

**Unit 3 : That's Classic!**

**Unit 4 : East Meets West: Religion, Movement and  
Diffusion**

# Unit 1: Thinking Like a Historian: Historical Skills 101

We are introducing an exciting unit where students will

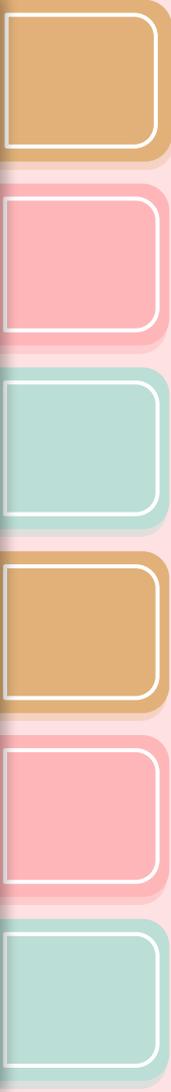
- explore how historians investigate the past using primary and secondary sources.
- engage in inquiry studies to examine cultures and historical events from Asia, Africa, Europe, and the Americas.
- compare different perspectives on these events by analyzing artifacts and assessing the credibility of their sources.
- learn to identify key details and construct well-supported claims and counterclaims, considering the strengths and limitations of various viewpoints.
- use geographic tools to understand how physical features of the Earth influence human interactions and the development of communities. Maps will help them see how movement and settlement patterns shape civilizations over time.

# Unit 2 Meet the Ancients!

- **Introduction to a comparative study of major ancient civilizations (2000 BCE to 1000 BCE)**
- **Comparison of the growth of civilizations in Africa, Asia, and Europe**
- **Explanation of how religion, tradition, and cultural practices influence civilization development**
- **Analysis of how artistic expressions reflect the values of civilizations in Africa, Asia, Europe, and the Americas**
- **Comparison of social structures within ancient civilizations and their relationship with governing structures**
- **Examination of economic systems and technological innovations of ancient civilizations**
- **Determination of the impact of these factors on the development of early civilizations**
- **Understanding civilization development through various viewpoints within each civilization**

# • **Unit 3: That's Classic!**

- **Introduction to major classical civilizations in the Mediterranean, Eastern Europe, and Asia (1000 BCE to 500 CE)**
- **Exploration of how religion, tradition, and cultural practices influenced civilization growth**
- **Analysis of how artistic expressions reflected the values of these civilizations**
- **Comparison of social structures and governing systems**
- **Examination of economic systems and technological innovations**
- **Understanding the impacts of these factors on early civilizations from multiple perspectives**

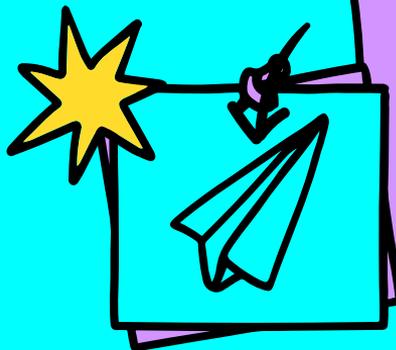
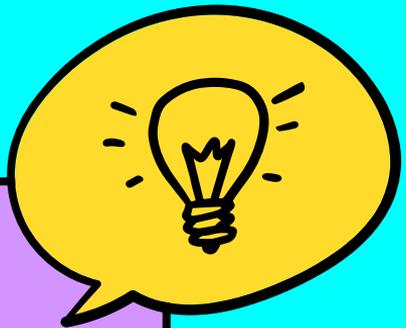


## **Unit 4 East Meets West: Religion, Movement and Diffusion**

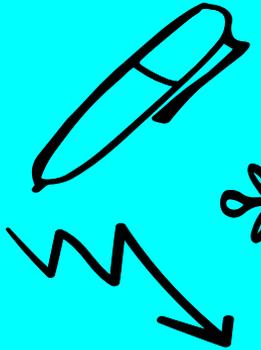
- **Focus on the rise of empires across Europe, Africa, the Middle East, Asia, and South America (500 CE to 1300 CE)**
- **Exploration of how religion, tradition, and cultural practices influenced empires like the Holy Roman Empire and the Muslim World**
- **Comparison of social structures of different empires**
- **Analysis of economic systems and technological innovations of the Middle Ages**
- **Examination of how these factors affected trade, movement, and conflict**
- **Assessment of the influence of belief systems on governance and society across various civilizations**



# Welcome to 7th Grade Social Studies



2025-2026



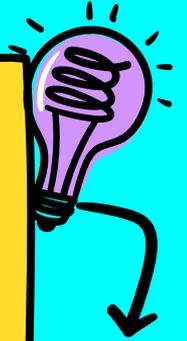


# Meet the Teachers



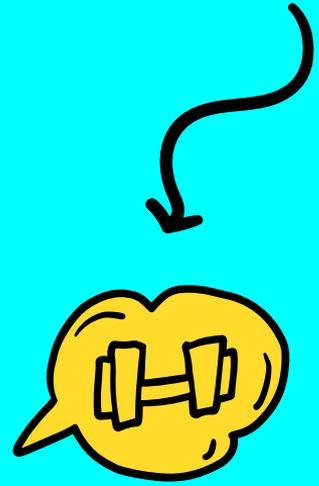
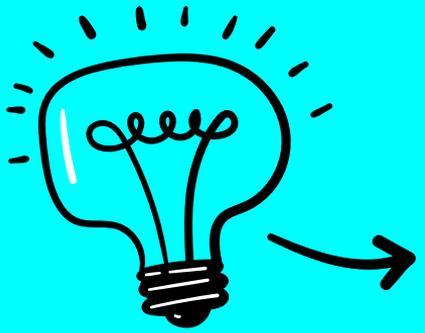
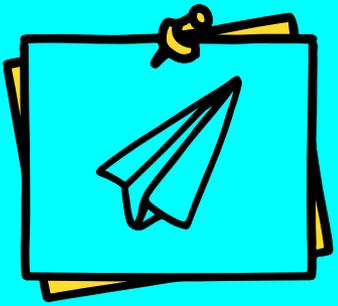
**7th Grade Social Studies**

**Mrs. Dubreuil Room 145**



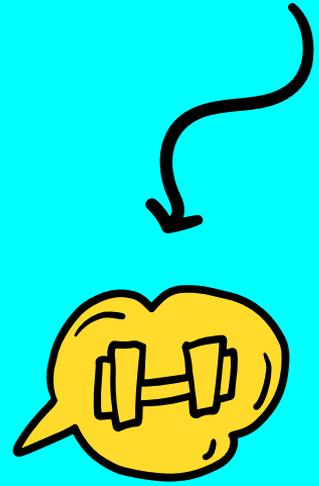
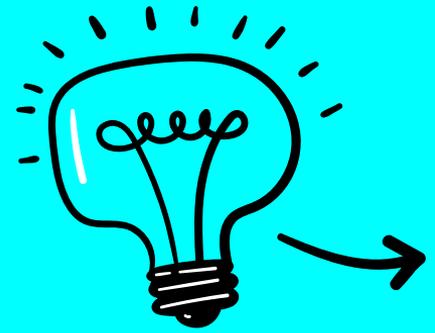
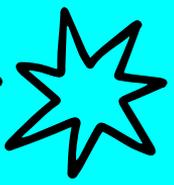
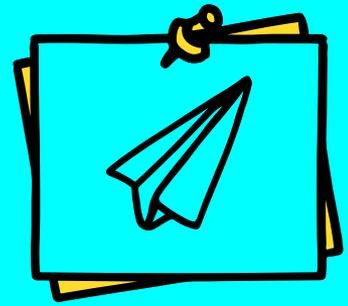


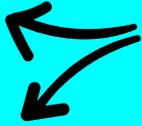
Standards  
(NCSCOS)



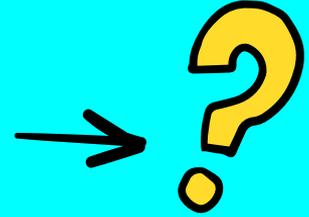


# Literacy Standards





# Units



*History Road Trip*

*People, Place & Purpose*

*How we are Governed*

*Conflict, Conquest & Crisis*

*Modern Economic Systems*

*Contemporary Issues*

*Students will jump through history in a timeline format looking at turning points of each century.*

*Students will explore the interaction between people and the environments in which they live.*

*Students will explore power and the emergence of government systems. This is a study of expansion, war and regional conflict in various regions globally throughout the modern era.*

*Students will gain an understanding of the economic activities of modern societies and regions.*

*Students will compare individual and societal responses to globalization*



01



02



03



04



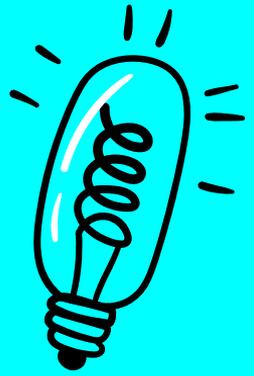
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06



# Geography Matters



## The Plan

**Teachers integrate  
geography basics  
within each unit.**



# 8TH GRADE SOCIAL STUDIES



USA



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# Curriculum Night

## East Hoke Middle



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Every student counts  
so...  
Make everyday count  
Make every class count  
Make every minute count

# Course Overview!



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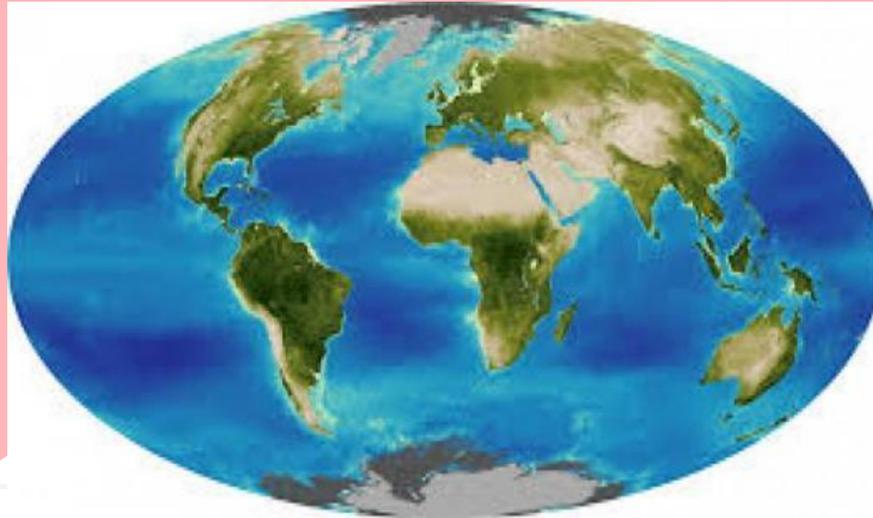
05

- **Comprehensive curriculum**
- **Integrates North Carolina and the United States: Creations and development of the State and the nation.**



# Course Goals

- **Connect students to important themes and issues**
- **Equip them with the knowledge and skills**



# Areas of Focus:

## The 5 Strands:

1. History
2. Geography and Environmental Literacy
3. Economics and Financial Literacy
4. Civics and Governance
5. Culture



# Teaching Methods

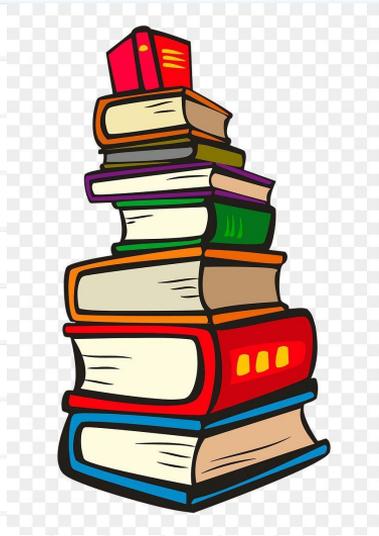


1. **Cooperative Learning**
2. **Lectures and Discussions**
3. **Videos and Role-Playing**
4. **Hands-On Projects**



# Reading and Writing

1. Read at least two books
2. Write essays



# **Living History Museum**

**Our 8th grade students will participate in the Living History Museum. In recent years the project has evolved to become more interactive in order to better align with 21st century skills such as adapting information to a particular audience, thinking on one's feet and developing one's interpersonal skills.**

**March 26, 2026**

# Parent Involvement

**“It takes a village to raise a child.”**

- 1. Encourage Discussions at Home**
- 2. Help with Reading and Research**
- 3. Engage in Current Events**
- 4. Visit Historical Sites and Museums**
- 5. Support with Projects and Homework**



# East Hoke Middle School



Parent Information Night



CTE



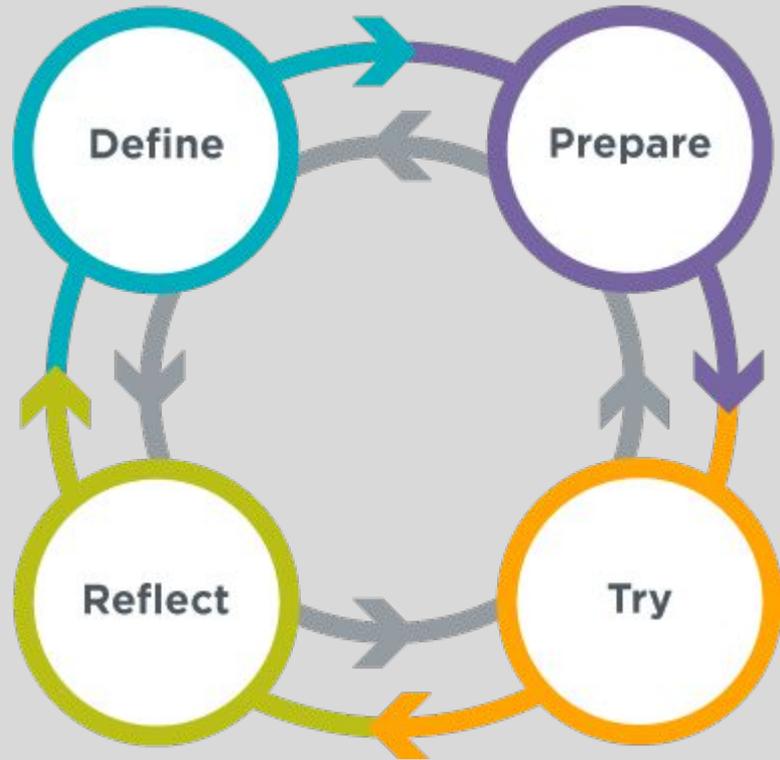
**Ms. McAllister**

**Ms. Coleman**

**Ms. Breeden**

# Problem Solving & Computing

**Problem Solving & Computing**– is a highly interactive and collaborative introduction to the field of computer science, as framed within the broader pursuit of solving problems. You'll practice using a problem solving process to address a series of puzzles, challenges, and real world scenarios. Next, you'll learn how computers input, output, store, and process information to help humans solve problems. The unit concludes with a project in which you design an application that helps solve a problem of your choosing.



# Computer Science–Ms. McAllister (6th)

Express Course–Learn computer science by trying the lessons below at your own pace! Learn to create computer programs, develop problem-solving skills, and work through fun challenges! Make games and creative projects to share with friends, family, and teachers.



# Computer Science—Ms. McAllister (7th Grade)

Games/Animation—In the Interactive Animations and Games unit, students create programmatic images, animations, interactive art, and games. Starting off with simple, primitive shapes and building up to more sophisticated sprite-based games, students become familiar with the programming concepts and the design process computer scientists use daily. They then learn how these simpler constructs can be combined to create more complex programs. In the final project, students develop a personalized, interactive program.

```
var sprite = createSprite(100, 200) ;
sprite.setAnimation(▼ "greenAlien");
function draw() {
  background(▼ "orange");
  sprite.x = randomNumber(200, 220) ;
```

# Computer Science—Ms. McAllister (8th Grade)

**Artificial Intelligence**—Students learn the basics of machine learning and use a tool called AI Lab to create machine learning models that can be used in App Lab. The unit starts with an overview of machine learning and how computers can use patterns in data to make decisions and predictions. Then, students learn how to use AI Lab to train models from tabular data while exploring issues of bias. Lessons follow a repeating "unplugged - AI Lab - App Lab" pattern so students are continually exposed to the concepts and tools of machine learning. The chapter culminates in a project where students select from a set of real-world datasets to train a machine learning model and create an app.



# Explore General Management & Entrepreneurship - Grade 6

- Students will be given the opportunity to explore careers relating to management and entrepreneurship.
- Students will also be able to explore other careers of interest to them.



# Stem in Medical Science - Ms. Coleman - Grade 7

Students will be given the opportunity to explore careers related to the following topics:

Pharmacology

Mental Health

Therapeutic Services

Ophthalmology

Environmental Health

Employability Skills

Biomedical Engineering

Speech Therapy

BioTechnology R&D



# Exploring Personal Characteristics & Careers - Grade 8

- Students will explore their interests and values to aid them in choosing appropriate careers.
- Students will be able to learn more about careers of interest.



# 6th Grade: Explore Healthcare & Biomedical Technology-

## Ms. Breeden

- This course is built around Healthcare & Biomedical Professional Pathways, courses, careers and options, CTE (Career, Technical and Education), CTSO (Career and Technical Student Organization).
- The Career and Development Plan is a tool used to help students recognize what their interests are. It allows students to contemplate on what pathway to take to prepare for high school and transition those skills into the real world.



# 7th: Grade Health Science—Ms. Breeden

Students will have the opportunity to explore careers related to the following topics:

- Sports Medicine
- Dentistry
- Nursing
- Emergency Medical Technician
- Veterinary Medicine
- Clinical Lab
- Health Foundations
- Medical Imaging
- Health Information Management



# 8th Grade: Financial Literacy- Ms. Breeden

- Understand How to Take Charge of Personal Financial Well-Being
- Understand How To Manage Money
- Understand Personal Spending, Saving, and Credit
- Understand the Impact Career Choices Have on Personal Earnings



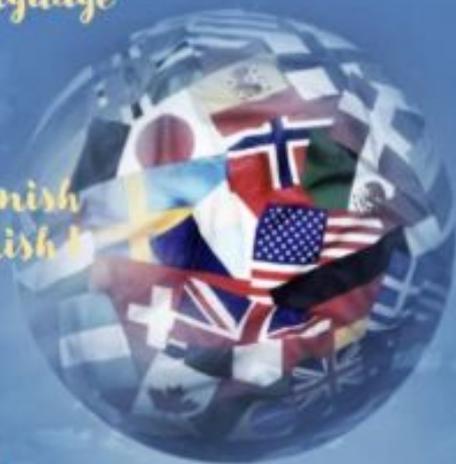
# World Languages



*Marie Adrasse*  
*English as a Second Language*

*Olga Ante*  
*Introductory Spanish*  
*High School Spanish I*

*Diana Laverde*  
*Dual Language Program*



# HEALTH & PHYSICAL EDUCATION



Coach Jones

Coach Bushrod

Coach Modlin

Coach Wachob

## Course Overview

Middle School students are introduced to the following Physical and Health Education strands: mental and emotional Health, personal and consumer health, interpersonal communication and relationships, nutrition and weight management, substance abuse prevention, movement forms, fitness and sports literacy, healthful lifestyles, personal fitness, appreciation for diversity and social personal responsibility. This course will enable students to gain knowledge and skills about age appropriate healthful living topics relevant to their lives.

# Health Units:

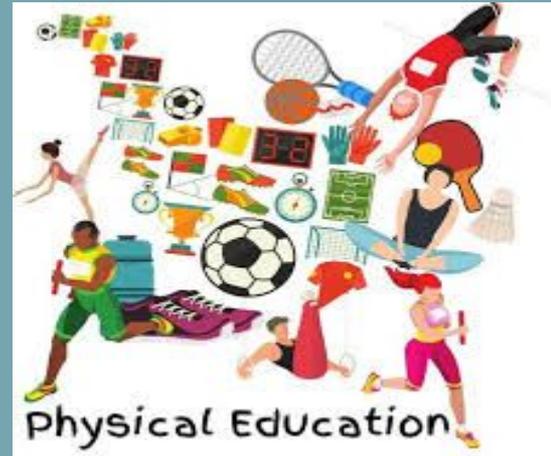


- Nutrition and Physical Activity
- Mental and Emotional Health
- Alcohol, Tobacco and other Drugs
- Interpersonal Communication and Healthy Relationships
- Fly Five (SEL Curriculum)
- CPR Training (8th Grade ONLY)

# PE Class

Things We Do in Class:

- Dress Out for Participation
- Fitness Testing
- Warm-Up Activities
- Sport Units & Games

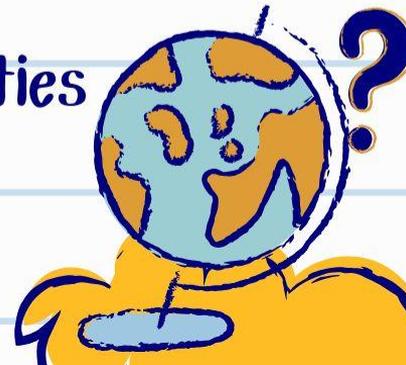
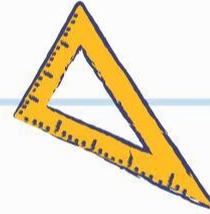
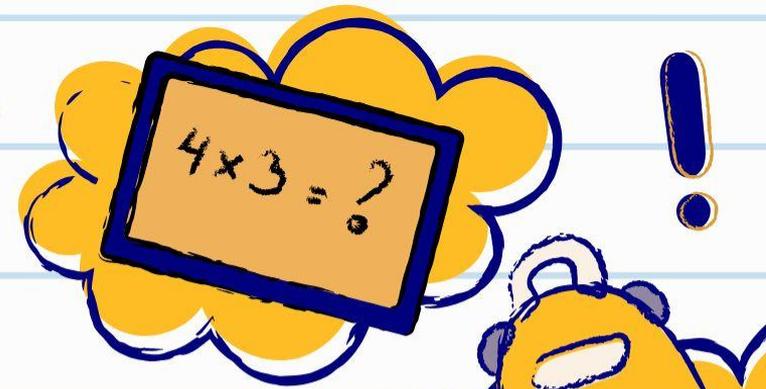


# GRADING

This is a breakdown of how you will be graded throughout the school year:



1. Physical Education class:
  - a. Dressing Out (**20% of overall grade**)
  - b. Participation (**30% of overall grade**)
2. Health Class
  - a. Classwork/Assignments (**20% of overall grade**)
  - b. Homework (**10% of overall grade**)
  - c. Tests/Quizzes (**20% of overall grade**)



# AYPYN Programs

After School Clubs and Activities



UNITED STATES ARMY  
CHILD & YOUTH SERVICES

# Army Youth Programs in Your Neighborhood

Army Youth Programs in Your Neighborhood (AYPYN) partners with school districts and other community-based youth organizations that provide quality after-school programs for youth 11-18 years of age attending middle and high schools.



# AYPYN Core Program Areas

1. Leadership and Service

2. Health and Wellness Programs

3. Sports and Recreation Programs

4. Education and STEM Programs

5. The Arts (Digital, Fine, Applied, and Performing)

2

# Transportation



8

AYPN forms will help to determine if transportation will be provided by the students!

# CLUBS Beginning Monday

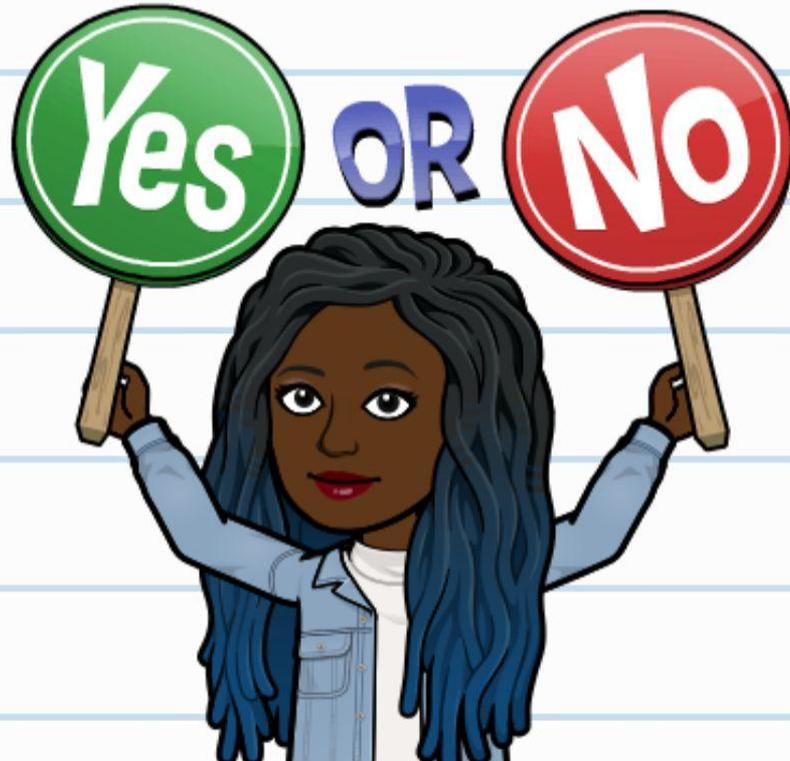
October 20, 2025

Tutoring/Homework Help will on Mondays and  
Wednesdays!

All other clubs will be on Tuesday and Thursday  
unless told by their AYPYN Advisors!



# Any Questions?



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