

Post Falls School District Course Syllabus

School: Post Falls Middle School

8th Grade Science

Course title and description: 8th Grade Science Study of Atomic Theory, Chemical Reactions, Forces & Motion, Energy in the Atmosphere and Ocean, Climate, and Earth-Sun-Moon System. <u>Course Description:</u> The purpose of 8th grade Science is to provide everyone with a chance to learn and explore scientific practices and procedures by learning about the multiple fields of science, its processes, and its place in the universe. To accomplish this we will use methods such as: classroom discussions, group projects/presentations, observations of phenomena, individual projects, designing and conducting experiments, collecting/interpreting data, drawing conclusions, researching current news and scientific findings, and much more.	Teacher name and contact information: Arielle Pouye Email arielle.pouye@sd273.com Phone 208-773-7554
Suggested student supplies: Black or Blue Pen #2 Pencil Set of Colored Pencils Composition or Spiral Notebook	
Board-approved curriculum and supplemental resources: Pearson Grade 8 Elevate Science	
Standards covered: MS-PS-1.1 Students who demonstrate understanding can: Develop models to describe the atomic composition of simple molecules. MS-PS-1.2 Students who demonstrate understanding can: Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. MS-PS-1.3 Students who demonstrate understanding can: Construct a scientific explanation, based on evidence, to describe that synthetic materials come from natural resources. MS-PS-1.4 Students who demonstrate understanding can: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. MS-PS-1.5 Students who demonstrate understanding can: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	

MS-PS-1.6 Students who demonstrate understanding can: Undertake a design project to construct, test, and/or modify a device that either releases or absorbs thermal energy by chemical processes.

MS-PS-2.1 Students who demonstrate understanding can: Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

MS-PS-2.2 Students who demonstrate understanding can: Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

MS-PS-2.4 Students who demonstrate understanding can: Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

MS-PS-2.5 Students who demonstrate understanding can: Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

MS-PS-3.1 Students who demonstrate understanding can: Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

MS-PS-3.2 Students who demonstrate understanding can: Develop a model to describe the relationship between the relative positions of objects interacting at a distance and the relative potential energy in the system.

MS-PS-3.3 Students who demonstrate understanding can: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

MS-PS-3.4 Students who demonstrate understanding can: Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

MS-PS-3.5 Students who demonstrate understanding can: Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

MS-ESS-1.1 Students who demonstrate understanding can: Develop and use a model of the Earth-Sun-Moon system to describe the cyclic patterns of lunar phases, eclipses of the Sun and Moon, and seasons.

MS-ESS-1.2 Students who demonstrate understanding can: Develop and use a model to describe the role of gravity in the orbital motions within galaxies and the solar system.

MS-ESS-1.3 Students who demonstrate understanding can: Analyze and interpret data to determine scale properties of objects in the solar system.

MS-ESS-2.4 Students who demonstrate understanding can: Develop a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity.

MS-ESS-2.5 Students who demonstrate understanding can: Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

MS-ESS-2.6 Students who demonstrate understanding can: Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

If yes, grades are weighted as follows:

70% quizzes and tests

30% classwork, labs, and projects

- Students can retake quizzes and tests by following a set of certain criteria.
- Each project that is assigned will have a rubric

Other information:

Welcome to 8th grade science. We're excited to be teaching your child. Eighth grade brings new challenges and responsibilities for your child, but together we can succeed. Our goal is to engage students with a variety of experiences. We have high expectations of each child that we teach, and we encourage support from home as we progress through the school year. One way to support your child is by observing the weekly outline located on our Google Classroom page. Here you will find the daily activities and work. You can also help us by keeping an open line of communication. Emailing is the preferred form of communication.

Classroom Expectations

<u>Be Respectful</u>	<u>Be Responsible</u>	<u>Be Safe</u>
-Be a patient and attentive listener -Follow directions the first time -Use appropriate language -Be kind to your peers & adults in the building	-Be on time -Turn in work on time - Ask for help - Do your best work - Practice good hygiene -Come to school everyday -Make up work when absent -Cell phones and earbuds should be out of sight and off	-Walking in the class and hallways - Follow Lab procedures and safety -Keep your area neat and organized

*** These expectations are established to maintain a safe, enjoyable learning environment for everyone.

Make Up Work

Students will be allowed one school day for every day they were absent to complete any make up work assigned while they were absent from class. It is the student's responsibility to gather missing work at the appropriate time. This would be in the morning, during lunch, or after school.

Late Work

Late work will receive one letter grade lower than what was earned; example: A late worksheet earned an "A", they will receive a "B" due to it being late. Late work will not be accepted after one week from the original due date, unless special circumstances. Parents and students should make a habit of checking "Qmlative" (previously known as skyward) to review student progress

Return this page to Ms. Pouye Rm 106.

Student Name: _____

Course: 8th Grade Science 2026-27

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: 6th Grade English & Language Arts. This class is designed to help students become stronger, more confident readers, writers, and communicators. Students will explore a variety of fiction and nonfiction texts, learning to analyze them for deeper meaning and themes. The course emphasizes the Idaho Content Standards for English Language Arts/Literacy.	Teacher name and contact information: Mrs. Kristin Tancredi Teacher Post Falls Middle School kristin.tancredi@sd273.com 208. 773.7554
Suggested student supplies: • Many pencils and erasers • Spiral notebook dedicated to ELA • Pocket folder dedicated to ELA • Loose-leaf paper • Glue sticks • Highlighters • Colored Pencils • Scissors	
Board-approved curriculum and supplemental resources: HMH Into Literature Grade 6	
Standards covered: Grade 6 Reading Comprehension Strand 6.RC Text Complexity (TC) 6.RC1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) Volume of Reading to Build Knowledge (V) 6.RC2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. Textual Evidence (TE) 6.RC3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. Reading Fluency (RF) 6.RC4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference). Literature (L) 6.RC5. Use evidence from literature to demonstrate understanding of grade-level texts. 5a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts. 5b. Describe how characters respond or change as the plot moves toward a resolution. 5c. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot. 5d. Explain how authors develop the point of view of the narrator or speaker in texts. 5e. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. Nonfiction Text (NF) 6RC6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	

- 6a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
- 6b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
- 6c. Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.
- 6d. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons from claims that are not.
- 6e. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Vocabulary Development Strand

6.VD | Word Building (WB)

6.VD1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

- 1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 1b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings on pioneers of space, determine the meanings of the words astronaut and nautical).
- 1c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.
- 1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6.VD2. Determine how words and phrases provide meaning and nuance to grade-level texts.

- 2a. Interpret figurative language (e.g., personification, idioms) in context.
- 2b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- 2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., house versus home, cheap versus affordable).
- 2d. Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).

Academic Vocabulary (AV)

6.VD3. Acquire and use accurately general academic and content-specific words and phrases occurring in gradelevel reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

Research Strand

6.RS | Inquiry Process to Build, Present, and Use Knowledge (IP)

6.RS1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.

Deep Reading on Topics to Build Knowledge (DR)

6.RS2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

Writing Strand

6.W | Range of Writing (RW)

- 6.W1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
- 6.W2. Write arguments that introduce and support a distinct point of view with relevant claims, evidence and reasoning; demonstrate an understanding of the topic; and provide a concluding section that follows from the argument presented.
- 6.W3. Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
- 6.W4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
- 6.W5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
- 6.W6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to the audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)

Handwriting and Keyboarding (HWK)

6.W7. Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Oral and Digital Communications Strand

6.ODC | Oral Communications (OC)

6.ODC1. Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

6.ODC2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Reviewed 08/14/2025

6.ODC3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.ODC4. Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.

Digital Communications (DC)

6.ODC5. Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs..com or .tv) and the quality of evidence presented.

6.ODC6. Follow safety practices and ethical guidelines when gathering, sharing, and using information.

6.ODC7. Compare and contrast a written story to a digital version, contrasting what is "seen" and "heard" when reading the text with what is perceived when listened to or watched.

6.ODC8. Include digital components (e.g., graphics, images, music, sound) in presentations to clarify information.

Grammar and Conventions Strand

6.GC | Grammar and Usage (GU)

6.GC1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.

1a. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

1b. Recognize that a word performs different functions according to its position in the sentence.

1c. Use pronouns correctly regarding case, number, and person, including intensive pronouns (e.g., myself, ourselves).

1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

1e. Recognize and correct inappropriate shifts in pronoun number and person.

1f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

1g. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Grades are weighted as follows

- 50% Test
- 50% Classwork

Other information:

QMLATIV:

• Qmlativ will be updated on a regular basis - parent/guardians and students should check this on a regular basis for grade updates

• If an assignment shows missing - please discuss with teacher

Google Classroom:

• Students will receive a code for the Google Classroom version for their class

• Check this for online versions of work assigned in class

Late/Missing Work

- School policy states that for every day a student is absent, they have that amount of time to make up the assignment.
- Late work will be accepted for up to 50% credit.
- Students receive five hall passes per quarter. Unused passes may be used for extra credit.
-

Cell Phones:

Cell Phone Policy:

- Students are allowed to use their cell phones before the morning bell, during lunch, and

after the afternoon bell. Phones are NOT allowed in the HALLWAYS.

In my classroom, if I SEE or HEAR a phone, I will take it and...

- 1st Time...I will keep it until the end of day. Student can come get it from me after school.
- 2nd Time...phone will go to the office and parent will have to pick it up.

Plagiarism:

- Students are expected to turn in original work - plagiarism will not be tolerated.
- Any assignments that are copied from the Internet or copied off other students will result in a zero on the assignment

Return this page to your teacher.

Mrs. Tancredi

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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Instructional content may include:

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Please indicate your preference below:

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Board-approved curriculum and supplemental resources: HMH Into Literature Grade 6	
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Vocabulary Development Strand

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1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6.VD2. Determine how words and phrases provide meaning and nuance to grade-level texts.

2a. Interpret figurative language (e.g., personification, idioms) in context.

2b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., house versus home, cheap versus affordable).

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6.W5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.

6.W6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)

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- Digital Communications (DC)
- 6.ODC5. Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs..com or .tv) and the quality of evidence presented.
- 6.ODC6. Follow safety practices and ethical guidelines when gathering, sharing, and using information.
- 6.ODC7. Compare and contrast a written story to a digital version, contrasting what is "seen" and "heard" when reading the text with what is perceived when listened to or watched.
- 6.ODC8. Include digital components (e.g., graphics, images, music, sound) in presentations to clarify information.

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- 1c. Use pronouns correctly regarding case, number, and person, including intensive pronouns (e.g., myself, ourselves).
- 1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- 1e. Recognize and correct inappropriate shifts in pronoun number and person.
- 1f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
- 1g. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

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Grades are weighted as follows:

- 50% Test
- 50% Classwork

Other Information:

Skyward:

- Skyward will be updated on a regular basis - parent/guardians and students should check this on a regular basis for grade updates
- If an assignment shows missing - please discuss with teacher

Google Classroom:

- Students will receive a code for the Google Classroom version for their class
- Check this for online versions of work assigned in class

Late Work:

- Any assignment submitted after the deadline may receive up to 50% of the original credit.

Cell Phones:

- Cell phones are not permitted in classrooms. This includes airpods and smartwatches.
- Cell phones will not be allowed during passing periods. However, students may use cell phones before school, after school, and at lunch.

Plagiarism:

- Students are expected to turn in original work - plagiarism will not be tolerated.
- Any assignments that are copied from the Internet or copied off other students will result in a zero on the assignment.

Return this page to your English teacher.

Student Name: _____

Course: _____

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- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: 6th Grade Math This course is intended to teach students Idaho Content Standards for Mathematics. These standards are broken into five categories: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics & Probability.	Teacher name and contact information: Caitlin Voigt caitlin.voigt@sd273.com 208-773-7554
Suggested student supplies: ● Pencils, Erasers, and Pens ● Spiral notebook and pocket folder dedicated to math (preferably the same color) ● Glue sticks ● Highlighters	
Board-approved curriculum and supplemental resources: iReady Classroom Mathematics	
Standards covered: ● Ratios and Proportional Relationships 6.RP ○ Understand ratio concepts and use ratio reasoning to solve problems. ● The Number System 6.NS ○ Apply and extend previous understandings of multiplication and division to divide fractions by fractions. ○ Compute fluently with multi-digit numbers and find common factors and multiples. ○ Apply and extend previous understandings of numbers to the system of rational numbers. ● Expressions and Equations 6.EE ○ Apply and extend previous understandings of arithmetic to algebraic expressions. ○ Reason about and solve one-variable equations and inequalities. ○ Represent and analyze quantitative relationships between dependent and independent variables. ● Geometry 6.G ○ Solve real-world and mathematical problems involving area, surface area, and volume. ● Statistics and Probability 6.SP ○ Develop understanding of statistical variability ○ Summarize and describe distributions.	

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

If yes, grades are weighted as follows:

- Classwork 20%
- Homework 30%
- Assessments 50%

Other information:

Homework policies

- Most assignments in math are due the next day. They (almost) always get class time to work on assignments, but if the assignment is not completed, it will need to be completed at home.
- Any work turned in late can be deducted by up to 50%.
- Classwork and homework will NOT be accepted after the Unit Assessment
- Homework is graded on accuracy.

Assessment policies

- Lesson Quizzes cannot be retaken, however students can complete test corrections.
 - Acquire a test correction sheet from the classroom.
 - Fill out the form completely using all resources.
 - Turn in completed corrections within ONE WEEK of the test being returned to you.
NO EXCEPTIONS!
- Unit Assessments cannot be retaken.

Make up Work Policy:

- If you are absent, YOU are responsible for the work you missed. This includes classwork, homework, and any test or quiz you missed. You have one extra day for each day that you were absent to turn in assignments for full credit.
 - The assignments are listed in Google Classroom and on a calendar in the classroom.
 - Most assignments also will be attached to Google Classroom and Skyward. If you have a printer, you are welcome to print them off at home if you are absent or the assignment is missing. Hard copies are available in the classroom until test day.
- If you missed a test/quiz you will need to make that up at lunch or another prearranged time within TWO days of the absence or a zero will be entered in the gradebook.

Return this page to your teacher.

Mrs. Voigt

Math

Room 200

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

name: _____ period: _____ date: _____

course title & description

6th grade Reading Quest

Our focus will be learning & developing skills as readers and critical thinkers. We will focus heavily on reading various genres, including fiction, memoirs, science fiction, historical fiction and nonfiction, adventure and fantasy. Students will choose books to reading within genres and create book reviews of what they have read. They will also give presentations and discuss with their classmates the books. Class discussions will help broaden understanding of literature and language.

teacher name & contact info

Toni Norton
toni.norton@sd273.com

suggested supplies

- Reading book/library book
- Notebook paper
- Pens or pencils
- Highlighters/colored pencils

grading

Grades will be assigned based on the following scale:
A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82),
C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65),
D– (60–62), and F (below 60).

Grades in this course are weighted:

☐ Yes ☒ No

Grades are determined by total points earned on assignments and assessments.

standards covered

6RC-TC1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band.

8RC-V2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

8RC-RF 4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension.

6RC-L5b. Describe how characters respond or change as the plot moves toward a resolution.

6RC-L5d. Explain how authors develop the point of view of the narrator or speaker in texts.

6RC-L5e. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

6RC-NF6b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.

6ODC-OC1. Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

other information

Be on time and be on task. Bring supplies everyday to class.

For the best learning environment possible and safety of everyone in the classroom, **cell phones are to disappear at the beginning of class**; this includes smart watches, airpods and earbuds. If you do not comply and are caught on your phone, you will have phone confiscated and could receive lunch detention. Multiple infractions will result in the phone being sent to the office for a parent to pick up.

Late work will have points deducted: 1 week = 10% deducted; 2 weeks = 30% deducted. No credit will be given on work that is more than 2 weeks late.

- Bonus and alternative assignments are available to make up for missing work. These assignments are to be done on your own time. Completion of these assignments will take the place of zeros in the gradebook or be entered extra credit.
- I reserve the right to deal with specific late work and make-up work issues on a case by case basis. If you are absent, it YOUR responsibility to schedule a time to come in and get the material you missed.
- Most of the classwork and copies of the readings will be on Google Classroom. It is your responsibility to catch up on any missed reading in order to complete assignments in class.

Bathroom breaks, visits to the water fountain or nurse will be given at the teacher's discretion. You will be asked to leave your phone on the teacher's desk before leaving the classroom. You may retrieve it at the end of class. Frequent requests to leave the classroom will result in giving up your phone for the rest of the day and communication home.

Drinks are limited to water only in a container with a lid. Please no food in the classroom unless previously discussed and approved by me. Drink privileges may be revoked at my discretion.

Do your own work-**no cheating**. Write in your own words-no copying and pasting and no AI. All written work must be handwritten using complete sentences. Anything that is turned in that is not in proper format and/or complete sentences will not be graded. All work must be completed in class. Chromebooks are available to use in the classroom. Students must follow the PFSD Internet Policy when using classroom Chromebooks. After using a Chromebook, please return it to the cart and plug it in.

Google Classroom = _____

student signature

parent signature

Return this page to your teacher.
Toni Norton ELA room 6

Student Name: _____

Course: 6th Grade Reading Quest

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: 6th Grade Social Studies In 6th grade, students will explore the geography of the Western Hemisphere including map skills and the 5 Themes of Geography.	Teacher name and contact information: Mrs. Kristin Tancredi Teacher Post Falls Middle School kristin.tancredi@sd273.com 208. 773.7554
Suggested student supplies: • Pencils, • Pocket folder • Loose leaf paper • Glue stick • Colored pencils • Highlighters • Scissors	
Board-approved curriculum and supplemental resources: Rand McNally Classroom Atlas 13th Edition Prentice Hall World Explorer Textbook: Pearson Education	
Standards covered: 6-9.WG.2.7 Identify the names and locations of countries and major cities in regions around the world. 6-9.WG.2.14 Give examples of how landforms, water, climate, and natural vegetation have influenced historical trends and developments in regions throughout the world. 6-9.WG.3.7 Investigate how physical geography, natural resources, specialization, and trade have influenced the way people meet their material needs. 6-9.G.WG.4.1 Identify the major forms of government in regions throughout the world and compare them with the government of the United States. 6-9.WG.6.2 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. 6-9.WG.6.3 Analyze visual and statistical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.	
Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).	

Grades in this course are weighted:

Yes

No

Grades are weighted as follows:

50% Classwork; 50% Assessments

Other information:

Late/Missing Work

- School policy states that for every day a student is absent, they have that amount of time to make up the assignment.
- Late work will be accepted for up to 50% credit.
- Students receive five hall passes per quarter. Unused passes may be used for extra credit.

Cell Phone Policy:

- Students are allowed to use their cell phones before the morning bell, during lunch, and after the afternoon bell. Phones are NOT allowed in the HALLWAYS.
- In my classroom, if I SEE or HEAR a phone, I will take it and...
 - 1st Time...I will keep it until the end of day. Students can come get it from me after school.
 - 2nd Time...phone will go to the office and parent will have to pick it up.

Return this page to your teacher.

Mrs. Tancredi

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: 6th Grade STEM Students will integrate the STEM (Science, Technology, Engineering, and Mathematics) fields through project based learning. Students will be engaged in frequent hands-on activities that encourage creativity and collaboration to solve problems.	Teacher name and contact information: Mrs. Kristin Tancredi Teacher Post Falls Middle School kristin.tancredi@sd273.com 208. 773.7554
Suggested student supplies: Students will need to bring a pencil and their agenda to class every day. Most of the supplies will be provided, however, if a student is working on a project and chooses to bring something that is not provided, the student will be responsible for those supplies.	
Board-approved curriculum and supplemental resources: • Google Education Suite • Tinkercad • Adobe Premiere • Ozoblockly • Canva • PolyPad • Desmos • NitroType • Code.org • Dream Big: Engineering Our World	
Standards covered: • 6-8.CT.1.3 – Navigate technologies and transfer knowledge to new tools. • 6-8.CT.2.2 – Justify selection of data, collection, and analysis. • 6-8.CT.2.3 – Use data collection to influence decisions/predict behavior. • 6-8.CT.2.6 – Apply problem solving using data analysis/modeling. • 6-8.CT.3.2 – Organize/analyze data to solve problems and weigh trade-offs. • 6-8.CT.5.2 – Interpret/modify content-specific models and simulations. • 6-8.CT.5.9 – Use digital tools to identify constraints/trade-offs in design. • 6-8.DL.3.1 – Identify features of objects with computing components	
Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).	

Grades: Grades are **NOT** weighted. Grades will be graded by Total Points.

Classwork: Classwork are small assignments that will typically take a day or less to complete and are done in class.

Projects: Projects are larger assignments that typically take more than a day to complete, and students will be given a rubric to outline grading policy

Other information

General Rules:

Be Respectful, Be Responsible, and Be Safe.

Specific Rules:

- Be on time, on-task, and prepared to learn everyday
- Keep hands, feet, objects, and unkind words to yourself
- Stay on task and complete all assignments on time
- Listen carefully and follow directions

Cell Phone Policy:

● Students are allowed to use their cell phones before the morning bell, during lunch, and after the afternoon bell. Phones are **NOT** allowed in the HALLWAYS.

- In my classroom, if I SEE or HEAR a phone, I will take it and...
 - 1st Time...I will keep it until the end of day. Students can come get it from me after school.
 - 2nd Time...phone will go to the office and parent will have to pick it up.

Consequences: Since this is a project-based class where students will be collaborating with others and moving around the classroom frequently, safety and cooperation are most important for learning to take place. All consequences will be fair and appropriate to the action of the student. If a student is removed from the classroom, or is owed any lunch detention, a phone call or email home will be made.

Late Work/Missing Work: Late/Missing Work

- School policy states that for every day a student is absent, they have that amount of time to make up the assignment.
- Late work will be accepted for up to 50% credit.
- Students receive five hall passes per quarter. Unused passes may be used for extra credit.

Return this page to your teacher.

Mrs. Tancredi

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: Beginning Band 6th graders at Post Falls Middle School have the opportunity to learn to play a band instrument. This is a full year class that students will have every day. The students will have the opportunity to decide what instrument to pursue in the first week of school. Available instruments and any needed supplies are listed below. We will begin to play on instruments the week of September 21, 2026.	Teacher name and contact information: Andrew Collier andrew.collier@sd273.com												
Suggested student supplies: You can rent or purchase instruments and supplies at a variety of music stores, including at the following local locations: <table><tr><td>Northwest Music Center</td><td>Hoffman Music</td><td>Clearwater Valley Music</td></tr><tr><td>6055 N Sunshine St.</td><td>1430 N Monroe St.</td><td>321 N Pines Rd C</td></tr><tr><td>Coeur d’ Alene, ID83815</td><td>Spokane, WA 99201</td><td>Spokane Valley, WA 99206</td></tr><tr><td>(208) 667-6200</td><td>(509) 444-4140</td><td>(509) 413-1137</td></tr></table> You can also order online and have instruments delivered to your home through www.BurtsCda.com In addition to a book, instrument and pencil in class every day, each student will also need the following supplies for the instrument of their choosing: Flute: Cleaning rod, cleaning cloth Clarinet, Sax: At least 5 reeds, cork grease, swab, neck strap (sax only) Trumpet: Slide Grease, Valve Oil Trombone: Slide Grease, Slide Oil		Northwest Music Center	Hoffman Music	Clearwater Valley Music	6055 N Sunshine St.	1430 N Monroe St.	321 N Pines Rd C	Coeur d’ Alene, ID83815	Spokane, WA 99201	Spokane Valley, WA 99206	(208) 667-6200	(509) 444-4140	(509) 413-1137
Northwest Music Center	Hoffman Music	Clearwater Valley Music											
6055 N Sunshine St.	1430 N Monroe St.	321 N Pines Rd C											
Coeur d’ Alene, ID83815	Spokane, WA 99201	Spokane Valley, WA 99206											
(208) 667-6200	(509) 444-4140	(509) 413-1137											

Board-approved curriculum and supplemental resources:

The book we will be using is **Sound Fundamentals** by Tom Tucker. This book will be provided for each student for the instrument of their choice.

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:**MUSIC ENSEMBLES LEVEL 1**

Anchor Standard 1: Develop and create artistic ideas and work.

Code Standard

L1.MU:E.1.1 Create and/or improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.

L1.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge, skill, and teacher provided criteria.

L1.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and teacher provided criteria.

Anchor Standard 2: Develop and refine artistic techniques.

Code Standard

L1.MU:E.2.1 Implement music reading skills to enhance technical accuracies.

Anchor Standard 3: Perform and/or present artistic work.

Code Standard

L1.MU:E.3.1 Identify expressive qualities in a varied repertoire of music.

L1.MU:E.3.2 Demonstrate attention to technical accuracy in performances.

L1.MU:E.3.3 Demonstrate attention to expressive qualities in performances.

Idaho Music Ensembles Content Standards / Content and Curriculum / 7

Anchor Standard 4: Respond to artistic work.

Code Objective

L1.MU:E.4.1 Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

L1.MU:E.4.2 Explain the intent of musical works and performances using teacher-provided criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code Objective

L1.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

L1.MU:E.5.2 Demonstrate understanding of relationships between

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Students will be graded on in class quizzes, concert attendance and class participation. Students that do not have their instrument in class each day will lose daily participation points.

Grades in this course are weighted:

Yes

No ☒

If yes, grades are weighted as follows:

Other information:

There are two required performances throughout the year in the form of an after school concert. Please mark them on your calendars.

December 8, 2026- 6:30 pm in the Post Falls Middle School gym

June 8, 2027- 6:30 pm in the Post Falls Middle School gym

Other performances are scheduled throughout the year. Families will be notified of these performance opportunities through email.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

**Please return this page to Mr. Collier
Band, Room 112**

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: 6th Grade English & Language Arts. This class is designed to help students become stronger, more confident readers, writers, and communicators. Students will explore a variety of fiction and nonfiction texts, learning to analyze them for deeper meaning and themes. The course emphasizes the Idaho Content Standards for English Language Arts/Literacy.	Teacher name and contact information: Jessica Hammond Email: jessica.hammond@sd273.com Phone: 208.773.7554
Suggested student supplies: ● Pencils ● Spiral notebook dedicated to ELA ● Pocket folder dedicated to ELA ● Loose-leaf paper ● Glue sticks ● Highlighters ● Colored Pencils ● Scissors	
Board-approved curriculum and supplemental resources: HMH Into Literature Grade 6	
Standards covered: Grade 6 Reading Comprehension Strand 6.RC Text Complexity (TC) 6.RC1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) Volume of Reading to Build Knowledge (V) 6.RC2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. Textual Evidence (TE) 6.RC3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. Reading Fluency (RF) 6.RC4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference). Literature (L) 6.RC5. Use evidence from literature to demonstrate understanding of grade-level texts. 5a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts. 5b. Describe how characters respond or change as the plot moves toward a resolution. 5c. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot. 5d. Explain how authors develop the point of view of the narrator or speaker in texts. 5e. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. Nonfiction Text (NF) 6.RC6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. 6a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. 6b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. 6c. Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts	

and contributes to the development of the ideas.

6d. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons from claims that are not.

6e. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Vocabulary Development Strand

6.VD | Word Building (WB)

6.VD1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

1b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings on pioneers of space, determine the meanings of the words astronaut and nautical).

1c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.

1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6.VD2. Determine how words and phrases provide meaning and nuance to grade-level texts.

2a. Interpret figurative language (e.g., personification, idioms) in context.

2b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., house versus home, cheap versus affordable).

2d. Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).

Academic Vocabulary (AV)

6.VD3. Acquire and use accurately general academic and content-specific words and phrases occurring in gradelevel reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

Research Strand

6.RS | Inquiry Process to Build, Present, and Use Knowledge (IP)

6.RS1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.

Deep Reading on Topics to Build Knowledge (DR)

6.RS2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

Writing Strand

6.W | Range of Writing (RW)

6.W1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

6.W2. Write arguments that introduce and support a distinct point of view with relevant claims, evidence and reasoning; demonstrate an understanding of the topic; and provide a concluding section that follows from the argument presented.

6.W3. Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.

6.W4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).

6.W5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.

6.W6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)

Handwriting and Keyboarding (HWK)

6.W7. Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Oral and Digital Communications Strand

6.ODC | Oral Communications (OC)

6.ODC1. Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

6.ODC2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- 6.ODC3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.ODC4. Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
- Digital Communications (DC)
- 6.ODC5. Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs..com or .tv) and the quality of evidence presented.
- 6.ODC6. Follow safety practices and ethical guidelines when gathering, sharing, and using information.
- 6.ODC7. Compare and contrast a written story to a digital version, contrasting what is "seen" and "heard" when reading the text with what is perceived when listened to or watched.
- 6.ODC8. Include digital components (e.g., graphics, images, music, sound) in presentations to clarify information.

Grammar and Conventions Strand

6.GC | Grammar and Usage (GU)

- 6.GC1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.
- 1a. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
- 1b. Recognize that a word performs different functions according to its position in the sentence.
- 1c. Use pronouns correctly regarding case, number, and person, including intensive pronouns (e.g., myself, ourselves).
- 1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- 1e. Recognize and correct inappropriate shifts in pronoun number and person.
- 1f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
- 1g. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

Grading:

Grades will be assigned based on the following scale:

A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Grades are weighted as follows:

- 50% Test
- 50% Classwork

Other Information:

Skyward:

- Skyward will be updated on a regular basis - parent/guardians and students should check this on a regular basis for grade updates

Google Classroom:

- Students will receive a code for the Google Classroom to participate in classroom activities and to find resources to complete work assigned in class.

Late Work:

- Any assignment submitted after the deadline may receive up to 50% of the original credit.

Cell Phones:

- Cell phones are not permitted in classrooms. This includes airpods and smartwatches.
- Cell phones will not be allowed during passing periods. However, students may use cell phones before school, after school, and at lunch.

Plagiarism:

- Students are expected to turn in original work - plagiarism will not be tolerated.
- Any assignments that are copied from the Internet or copied off other students will result in a zero on the assignment.

Return this page to your teacher, Mrs. Hammond.

Student Name: _____

Course: 6th Grade ELA

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: 6th Grade Social Studies In 6th grade, students will explore the geography of the Western Hemisphere including map skills and the 5 Themes of Geography.	Teacher name and contact information: Jessica Hammond jessica.hammond@sd273.com PFMS Phone: 208-773-7554
Suggested student supplies: pencils, pocket folder, loose leaf paper, glue stick, colored pencils, highlighters, scissors	
Board-approved curriculum and supplemental resources: Rand McNally Classroom Atlas 13th Edition Prentice Hall World Explorer Textbook: Pearson Education	
Standards covered: 6-9.WG.2.7 Identify the names and locations of countries and major cities in regions around the world. 6-9.WG.2.14 Give examples of how landforms, water, climate, and natural vegetation have influenced historical trends and developments in regions throughout the world. 6-9.WG.3.7 Investigate how physical geography, natural resources, specialization, and trade have influenced the way people meet their material needs. 6-9.G.WG.4.1 Identify the major forms of government in regions throughout the world and compare them with the government of the United States. 6-9.WG.6.2 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. 6-9.WG.6.3 Analyze visual and statistical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.	
Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60). Grades in this course are weighted: Yes No If yes, grades are weighted as follows: 50% Classwork; 50% Assessments	
Other information: - Late work will be accepted for up to 50% credit. - Students receive five hall passes per quarter. Unused passes may be used for extra credit. - Daily assignments can be redone for full credit until the end of the quarter.	

Return this page to your teacher, Mrs. Hammond.

Student Name: _____

Course: 6th Grade Social Studies

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

English 7

Mr Langer

matthew.langer@sd273.com

PFMS: (208)-773-7554

Course Syllabus

2026–2027

Post Falls Middle School

Course Description:

1. Appreciate the cultural impact of classic literature.
2. Present information, findings, and supporting evidence, conveying a clear and distinct perspective.
3. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



Suggested Student Supplies:

- Spiral Notebook
- Pencils
- Colored Pencils
- Eraser
- Extra Lead if applicable



Board-Approved Curriculum and Supplemental Resources



HMH Into Literature Grade 7

Grading

Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- ☐ Yes
☒ No

Late Work Policy

The expectation is that you submit all assignments on time. I accept late assignments for a 10% deduction of the grade for two weeks after the initial due date. Students should expect late work to be graded 2 weeks after the day they turn it in.



Other Information

Rules

1. Be prepared and ready to learn EVERYDAY!
2. Be respectful to yourself and others
3. Be responsible
4. Learn and allow others to do so
5. Follow all school policies at PFMS

Consequences

1. Student will be verbally warned about behavior.
2. Student will be moved to another seat or into the hall to discuss the problem
3. Parent contact and possible teacher detention
4. Office referral

Class Expectations

- **Cell Phones** will not be allowed during class. Phones will be taken away if used during class time. Parents may pick up phones from the office.
 - Students will **not** be allowed to have **food or sugary drinks** in our classroom. A personal water bottle is encouraged.
 - **Semester Projects:** All students are required to complete the semester project. Failing to do so will result in an incomplete or failing grade.
 - **Tardies:** Students are required to be in the room, at their desk with their workbooks, and working on their entry task when the bell rings.
 - **Homework:** There will be weekly homework assignments that are designed to be completed with their parental figure.
 - **Hallway Passes:** Students will be given hallway passes for all 7th grade classes from their social studies teacher within the first week of each semester.
 - **Lawyer Clause:** Other students are not allowed to interfere/interject on behalf of another student in discipline issues. There is a time & place to defend each other. Choose an appropriate time to talk to the teacher about the situation and your point of view.
- 

Honors English 7

Mr Langer
matthew.langer@sd273.com
PFMS: (208)-773-7554

Course Syllabus
2026–2027
Post Falls Middle School

Course Description:

1. Appreciate the cultural impact of classic literature.
2. Present information, findings, and supporting evidence, conveying a clear and distinct perspective.
3. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



Suggested Student Supplies:

- Spiral Notebook
- Pencils
- Colored Pencils
- Eraser
- Extra Lead if applicable



Board-Approved Curriculum and Supplemental Resources

HMH Into Literature Grade 7

Grading

Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

- ☐ Yes
☒ No

Late Work Policy

The expectation is that you submit all assignments on time. I accept late assignments for a 10% deduction of the grade for two weeks after the initial due date. Students should expect late work to be graded 2 weeks after the day they turn it in.



Other Information

Rules

1. Be prepared and ready to learn EVERYDAY!
2. Be respectful to yourself and others
3. Be responsible
4. Learn and allow others to do so
5. Follow all school policies at PFMS

Consequences

1. Student will be verbally warned about behavior.
2. Student will be moved to another seat or into the hall to discuss the problem
3. Parent contact and possible teacher detention
4. Office referral

Class Expectations

- **Cell Phones** will not be allowed during class. Phones will be taken away if used during class time. Parents may pick up phones from the office.
 - Students will **not** be allowed to have **food or sugary drinks** in our classroom. A personal water bottle is encouraged.
 - **Semester Projects:** All students are required to complete the semester project. Failing to do so will result in an incomplete or failing grade.
 - **Tardies:** Students are required to be in the room, at their desk with their workbooks, and working on their entry task when the bell rings.
 - **Homework:** There will be weekly homework assignments that are designed to be completed with their parental figure.
 - Students will be assigned **3 independent reads** throughout the school year. These readings will be completed both in class and at home.
 - **Hallway Passes:** Students will be given hallway passes for all 7th grade classes from their social studies teacher within the first week of each semester.
 - **Lawyer Clause:** Other students are not allowed to interfere/interject on behalf of another student in discipline issues. There is a time & place to defend each other. Choose an appropriate time to talk to the teacher about the situation and your point of view.
- 

State Standards

Reading Comprehension Strand [7.RC](#)

Text Complexity (TC)

- 1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

Volume of Reading to Build Knowledge (V)

- 2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

Textual Evidence (TE)

- 3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

Reading Fluency (RF)

- 4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

Literature (L)

- 5. Use evidence from literature to demonstrate understanding of grade-level texts.
- 5a. Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts.
- 5b. Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.
- 5c. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.
- 5d. Explain how authors develop and contrast the point of view of different characters or narrators in texts.
- 5e. Compare and contrast fictional portrayals of a time, place, or character and historical accounts of the same period as a means of understanding how authors of fiction use or alter history.

Nonfiction Text (NF)

- 6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
- 6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.
- 6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- 6c. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas.
- 6d. Trace the argument and specific claims in texts and assess whether the evidence is sufficient to support the claims.
- 6e. Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

State Standards

Vocabulary Development Strand 7.VD

Word Building (WB)

- 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
 - 1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - 1b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about earth sciences, determine the meanings of the words geologist and geophysics).
 - 1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning and its part of speech.
 - 1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 2. Determine how words and phrases provide meaning and nuance to grade-level texts.
 - 2a. Interpret figurative language (e.g., euphemism, oxymoron) in context.
 - 2b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - 2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., curious versus nosy, assertive versus pushy).
 - 2d. Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images.

Academic Vocabulary (AV)

- 3. Acquire and use accurately general academic and content-specific words and phrases occurring in gradelevel reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

Research Strand

- 7.RSInquiry Process to Build, Present, and Use Knowledge (IP)
 - 1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.

Deep Reading on Topics to Build Knowledge (DR)

- 2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

State Standards



Writing Strand 7.W

Range of Writing (RW)

- 1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
- 2. Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning, demonstrate a keen understanding of the topic or text, and provide a concluding section that follows from the argument presented.
- 3. Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
- 4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
- 5. Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.
- 6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)

Handwriting and Keyboarding (HWK)

- 7. Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

Oral and Digital Communications Strand 7.ODC

Oral Communications (OC)

- 1. Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.
- 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 4. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. Digital Communications (DC)
- 5. Engage in positive, safe, legal, and ethical behavior when using information and communication technologies, including social interactions online or when using networked devices.
- 6. Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current.
- 7. Compare and contrast a text to an audio, video, or digital version of the text, analyzing each medium's portrayal of the subject.
- 8. Include digital components in presentations to clarify claims and findings and emphasize salient points.

State Standards



Grammar and Conventions Strand [7.GC](#)

Grammar and Usage (GU)

- 1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.
- 1a. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
- 1b. Explain the function of phrases and clauses in general and their function in specific sentences.
- 1c. Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers.
- 1d. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 1e. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
- 1f. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Mechanics (M)

- 2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
- 2a. Use commas, parentheses, and dashes set off nonrestrictive/parenthetical elements.
- 2b. Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).
- 3. Spell derivatives correctly by applying knowledge of bases and affixes.

Return this page to your teacher.

Student Name: _____

Course: _____ Langer Honors ELA 7th grade _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Other Information

Cell Phone Policy

Students are NOT permitted cell phones, headphones or earbuds in classrooms or hallways.

If a student has their cell phone out without permission:

1st Offense: Warning given

2nd Offense: Phone taken for duration of period.

3rd Offense: Phone taken for duration of school day

4th Offense: Parent must pick up the phone from the office.

***PER THE PFMS STUDENT**

HANDBOOK: Cell phones are ONLY permitted before school, during lunch, and after school.

Skyward

I update students' scores regularly in Skyward, so please check Family Access for your child's most up-to-date grade.

*If you have a problem accessing your Skyward account, please contact our front office.

Communication

Emails are sent out regarding upcoming tests, quizzes, project deadlines, as well as notice for the quarter/semester ending.

*Remind is another app that may be used to further increase communication between school and home. (After my return in November.)

Classroom Rules and Expectations

To ensure the best possible learning environment for ALL, students will:

1. **BE RESPECTFUL** to staff members, other students, themselves, the classroom, & provided materials.
2. **COME** to class **PREPARED** with materials.
3. **BE ON TIME.** Instruction starts right away after the bell.
4. **BE A PROBLEM SOLVER** and a critical thinker.
5. **TURN CELL PHONES OFF** or place **ON SILENT.**

Absent and Late Policy

ABSENT: If a student is absent, they are provided one school day for each day they were gone to complete the missed work **ON THEIR OWN TIME.** It is also their responsibility for collecting any assignments or work they missed.

LATE WORK: Late work is accepted, with no penalty, up to **TWO WEEKS** past the due date listed in Skyward with no late penalty added. However, assignments will receive no points/credit past that two-week late period. *Late work is graded regularly but may take up to 2-3 days to be posted in Skyward.*

Google Classroom

Google Classroom will be utilized DAILY throughout the year as part of my instruction. Copies of assignments, presentations, videos, and notes are posted in Google Classroom for students to access at any point. An online version of the textbook will also be posted in Google Classroom.

Nearly all tests/quizzes will be given through this platform but **MUST** be taken under a teacher's supervision. *Please do not complete a quiz/test at home.*

Logging in to Google Classroom: Your child's username is their school email. Their password is the same used to log into the Chromebook here at school. (They will know this password due to the regular use of Google Classroom in daily routines at school.)

7th GRADE

Mrs. Whitney's Science Syllabus

Post Falls Middle School, Room 104

Contact

Mrs. Mary Whitney
Email: mary.whitney@sd273.com
Ph.#: (208) 773-7554 ext. 4104

*Email is best way to contact me. I will reply to an email within 24 hours during contracted hours (7:00 am - 3:15 pm).

Course Description

In 7th grade science, students will work toward developing models, conducting investigations, and constructing scientific explanation based on valid & reliable evidence. They will recognize that living things are made up of one or more cells, understand the transfer of energy can be tracked, natural systems can be visualized, modeled, and studied to determine how they function.

Students will be challenged to develop a scientific mindset to increase their understanding of life, earth & physical science

Suggested Student Supplies

- Spiral notebook
- Folder for handouts/ notes
- Pencils/Pens
- Highlighter(s)
- Colored Pencils

Note: Students will be given a textbook which will be kept on a shelf in the classroom. Students are allowed to take the textbook home, if they would like, to study or catch up on late work. However, they are required to bring the textbook back to school the next day as it is an important learning resource used regularly in instruction. However, there is an online version of the textbook posted in Google Classroom for students to access if they don't want to take the paper textbook home.

Grading Policy and Late Work Policy

Grades will be assigned based on the following scale:
A (93-100%), A- (90-92%), B+ (86-89%), B (83-85%), B- (80-82%), C+ (76-79%), C (73-75%), C- (70-72%), D+ (66-69%), D (63-65%), D- (60-62%) & F (below 60%).

Grades in this course are weighted?



Yes



No

Grades are weighted as follows:

CLASSWORK (daily assignments, notebooks, participation): 40%
ASSESSMENTS (tests, quizzes, projects): 60%

Board Approved Curriculum and Supplemental Resources

TEXTBOOK: SAVVAS Learning Elevate Science Course 2

UNITS OF STUDY:

- The Cell System
- Human Body Systems
- Reproduction & Growth
- Ecosystems
- Distributions of Natural Resources
- Waves & Electromagnetic Radiation
- Human Impacts on the Environment

7th Grade Science Standards

- MS.LS-1.1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
- MS.LS-1.2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
- MS.LS-1.3 Make a claim supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.
- MS.LS-1.4 Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.
- MS.LS-1.5 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
- MS.LS-1.6 Develop a conceptual model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as matter moves through an organism.
- MS.LS-2.1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations in an ecosystem.
- MS.LS-2.2 Construct an explanation based on evidence that predicts patterns of interactions among organisms across multiple ecosystems.
- MS.LS-2.3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- MS.LS-2.4 Develop a model to describe the flow of energy through the trophic levels of an ecosystem.
- MS.LS-2.5 Construct an argument supported by evidence that changes to physical or biological components of an ecosystem affect populations.
- MS.LS-2.6 Design and evaluate solutions for maintaining biodiversity and ecosystem services.
- MS.LS-3.1 Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- MS.LS-3.2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- MS.ESS-2.4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity.
- MS.ESS-3.1 Construct a scientific explanation based on evidence for how Earth's mineral, energy, and groundwater resources are unevenly distributed as a result of past and current geologic processes.
- MS.LS-3.3 Apply scientific practices to design a method for monitoring human activity and increasing beneficial human influences on the environment.
- MS.ESS-3.4 Construct an explanation based on evidence for how changes in human population and per-capita consumption of natural resources positively and negatively affect Earth's systems.
- MS.ESS-3.5 Ask questions to interpret evidence of the factors that cause climate variability throughout Earth's history.
- MS.LS-4.4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- MS.PS-4.1 Use diagrams of a simple wave to explain that (1) a wave has a repeating pattern with a specific amplitude, frequency, and wavelength, and (2) the amplitude of a wave is related to the energy in the wave.
- MS.PS-4.2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Return this page to your teacher.

Student Name: _____

Course: 7th Grade Science (Teacher: Whitney)

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: Music Productions In this course students will learn and develop skills in sound and music productions, writing, and presentation skills using an audio recording program called Soundtrap. Students will build a blend of technical audio skills, creative storytelling abilities, and cross-curricular digital literacy, as well as learn the science and history of sound and audio recording.	Teacher name and contact information: Andrew Collier andrew.collier@sd273.com
Suggested student supplies: Students have to option of using their own corded headphones for the purpose of easily listening to their projects as they work on the computers. Wireless headphones cannot be used.	
Board-approved curriculum and supplemental resources: Students will be using a program called Soundtrap for this course. This program will be run on school provided Chromebook computers. This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.	

Standards covered:

Music Technology level 1

Anchor Standard 1: Develop and create artistic ideas and work.

L1.MU:T.1.1 Create melodic, rhythmic, and harmonic ideas using technology.

Anchor Standard 2: Develop and refine artistic techniques.

L1.MU:T.2.1 Refine the technical and expressive aspects of draft creations.

Anchor Standard 3: Perform and/or present artistic work.

L1.MU:T.3.1 Present personally developed creations through a fusion of musical and technological expertise.

L1.MU:T.3.2 Present personally developed creative works demonstrating attention to technical accuracy and expressive qualities in a diverse range of styles.

L1.MU:T.3.3 Demonstrate personally developed creative works within the context of music.

Anchor Standard 4: Respond to artistic work.

L1.MU:T.4.1 Describe how contextual, structural, and technological elements of music inform the presentation of creative works.

L1.MU:T.4.2 Interpret the expressive intent, of musical elements, technological features, and purpose of creative works.

L1.MU:T.4.3 Evaluate creative works using teacher-provided criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

L1.MU:T.5.1 Cite reasons for creative choices based on musical and technological elements.

L1.MU:T.5.2 Explain how personal interests, skills, and knowledge relate to creating, presenting, and responding to creative works.

L1.MU:T.5.3 Explore the relationships between artistic mediums, other disciplines, and daily life.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No ☒

If yes, grades are weighted as follows:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

**Please return this page to Mr. Collier
Band, Room 112**

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: Intermediate Band 7 th graders at Post Falls Middle School have the opportunity to continue to learn to play a band instrument. We will continue where we finished last spring to help the students continue to grow as a musician. This is a full year class that students will have every day.	Teacher name and contact information: Andrew Collier andrew.collier@sd273.com												
Suggested student supplies: You can rent or purchase instruments and supplies at a variety of music stores, including at the following local locations: <table><tr><td>Northwest Music Center</td><td>Hoffman Music</td><td>Clearwater Valley Music</td></tr><tr><td>6055 N Sunshine St.</td><td>1430 N Monroe St.</td><td>321 N Pines Rd C</td></tr><tr><td>Coeur d’ Alene, ID83815</td><td>Spokane, WA 99201</td><td>Spokane Valley, WA 99206</td></tr><tr><td>(208) 667-6200</td><td>(509) 444-4140</td><td>(509) 413-1137</td></tr></table> You can also order online and have instruments delivered to your home through www.BurtsCda.com In addition to a book, instrument and pencil in class every day, each student will also need the following supplies for the instrument of their choosing: Flute: Cleaning rod, cleaning cloth Clarinet, Sax: At least 5 reeds, cork grease, swab, neck strap (sax only) Trumpet/Baritone/Tuba: Slide Grease, Valve Oil Trombone: Slide Grease, Slide Oil Percussion: Drum Sticks and mallets		Northwest Music Center	Hoffman Music	Clearwater Valley Music	6055 N Sunshine St.	1430 N Monroe St.	321 N Pines Rd C	Coeur d’ Alene, ID83815	Spokane, WA 99201	Spokane Valley, WA 99206	(208) 667-6200	(509) 444-4140	(509) 413-1137
Northwest Music Center	Hoffman Music	Clearwater Valley Music											
6055 N Sunshine St.	1430 N Monroe St.	321 N Pines Rd C											
Coeur d’ Alene, ID83815	Spokane, WA 99201	Spokane Valley, WA 99206											
(208) 667-6200	(509) 444-4140	(509) 413-1137											

Board-approved curriculum and supplemental resources:

The book we will be using will be Sound Fundamentals book 2 by Tom Tucker. This book will be provided for the students.

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:

MUSIC ENSEMBLES LEVEL 2

Anchor Standard 1: Develop and create artistic ideas and work.

Code Standard

L2.MU:E.1.1 Create and improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.

L2.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.

L2.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.

Anchor Standard 2: Develop and refine artistic techniques.

Code Standard

L2.MU:E.2.1 Improve music reading skills to enhance technical accuracies.

Idaho Music Ensembles Content Standards / Content and Curriculum / 8

Anchor Standard 3: Perform and/or present artistic work.

Code Standard

L2.MU:E.3.1 Apply expressive qualities through a varied repertoire of music.

L2.MU:E.3.2 Demonstrate attention to technical accuracy in a variety of repertoire in performances.

L2.MU:E.3.3 Demonstrate attention to expressive qualities in a variety of repertoire in performances.

Anchor Standard 4: Respond to artistic work.

Code Objective

L2.MU:E.4.1 Develop strategies to address technical and expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers.

L2.MU:E.4.2 Compare the intent of musical works and performances using collaboratively developed criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code Objective

L2.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

L2.MU:E.5.2 Demonstrate understanding of relationships between music

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Students will be graded on in class quizzes, concert attendance and class participation. Students that do not have their instrument in class each day will lose daily participation points.

Grades in this course are weighted:

Yes

No X

If yes, grades are weighted as follows:

Other information:

There are two required performances throughout the year in the form of an after school concert.. Please mark them on your calendars.

December 8, 2026- 6:30 pm in the Post Falls Middle School gym

June 8, 2027- 6:30 pm in the Post Falls Middle School gym

Other performances are scheduled throughout the year. Families will be notified of these performance opportunities through email.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

**Please return this page to Mr. Collier
Band, Room 112**

Post Falls School District Course Syllabus

School: Post Falls Middle School

Resource English Language Arts, Grade 7, Rm 202

Course title and description: Students will focus on developing their reading, writing, speaking, and listening skills through a variety of texts and writing styles. They will engage with various genres, including novels, short stories, and poetry. Additionally, they will learn the structure of narrative, informative, and argumentative writing	Teacher name and contact information: Ing-Marie Janke Ing-Marie.janke@sd273.com 208-773-7554 EXT 4202
Suggested student supplies: ELA Folder Composition Notebook Pencils and pen	
Board-approved curriculum and supplemental resources: HMH - Read 180 <i>I Am Malala</i> - Novel study	
Standards covered: Reading Comprehension RC.7.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. RC.7.5a. Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts. RC.7.5b. Explain how particular elements of stories or dramas interact, including how the setting shapes the characters or plot. RC.7.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. RC.7.6c. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas. RC.7.6d. Trace the argument and specific claims in texts and assess whether the evidence is sufficient to support the claims. Vocabulary Development (VD) VD.7.2d. Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. Research Strand (RS) RS.7.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. Writing (W) W.7.2. Write arguments that introduce and support a well-defined point of view with appropriate claims,	

relevant evidence and clear reasoning, demonstrate a keen understanding of the topic or text, and provide a concluding section that follows from the argument presented.

W.7.3. Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

W.7.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

Speaking and Listening (ODC)

ODC.7. 1. Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.

ODC.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

ODC.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

ODC.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Grammar & Usage (GC)

GC.7.1e. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

GC.7.2b. Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Other information:

Cell Phone Policy

It is school policy for students not to have phones in class or hallways. Students are allowed to have their phones at the beginning and end of class as well as during lunch. If their phones are out without permission, there are three strikes. 1st – I keep till the end of class. 2nd – I bring it to the office, and they get it at the end of the day. 3rd – Parents are to pick up at the end of the day. Strikes 2 and 3 will have parent contact.

Return this page to your teacher.
Mrs Janke, 7th-grade ELA, Room 202

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Course Title: 7th Grade Social Studies

Description: A study of world history and the major cultures who helped lay the foundation of the modern world through geography, economics, and civilization building.



Contact

- ☐ Mr. Will Fridinger
- ☐ Phone: 208-773-7554
- ☐ Email: will.fridinger@sd273.com
- ☐ Email is the best way to reach me



Suggested Student Supplies

These are items that you will use daily in class

- ☐ **Paper:** Loose-leaf preferable
- ☐ **Writing Utensil:** Pencil is preferable or black/blue pen
- ☐ **Binder:** Something to keep your work organized in
- ☐ **Colored pencils:** We do not use these every day but will use them a lot this year
- ☐ **Positive Mindset!**

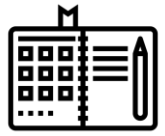


Board-Approved Curriculum and Supplemental Resources



Ancient Civilizations (HMH Social Studies, Copyright 2019)

Standards Covered



- 6-9.WH.1.1 Analyze types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.
- 6-9.WH.1.2 Describe the characteristics of early hunter-gatherer communities.
- 6-9.WH.1.3 Describe how hunter-gatherer communities developed into agricultural sedentary settlements.
- 6-9.WH.1.4 Analyze the characteristics of early civilizations throughout the world including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.
- 6-9.WH.1.5 Explain how humans adapted the environment to maintain population growth and develop the first civilizations.
- 6-9.WH.1.6 Identify the technological advances developed by Ancient, Middle Age, and Early- Modern civilizations throughout the world.
- 6-9.WH.1.7 Identify examples of how writing, art, architecture, mathematics, and science have evolved over time, such as in Ancient, Middle Age or Early-Modern societies and civilizations throughout the world.
- 6-9.WH.1.8 Analyze different social classes and their impact on societies and civilizations throughout the world, including Ancient, Middle Age, and Early-Modern.
- 6-9.WH.1.9 Explain the relationship between religion and belief systems and people's understanding of the natural world.
- 6-9.WH.1.10 Explain how religion and belief systems shaped the development of civilizations.
- 6-9.WH.1.11 Discuss how religion, belief systems, economics, and politics influenced social behavior and were used to maintain social order.
- 6-9.WH.1.12 Examine why the diversity of religion and belief systems across cultural, social, political, and economic institutions have been sources of conflict.
- 6-9.WH.2.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.
- 6-9.WH.2.2 Identify the main reasons for major migrations of people.
- 6-9.WH.2.3 Explain how climate affects human migration and settlement.
- 6-9.WH.2.4 Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.
- 6-9.WH.2.5 Explain how transportation routes stimulate the growth of cities and the exchange of goods, knowledge, and technology.
- 6-9.WH.2.6 Explain the impact of waterways on civilizations.
- 6-9.WH.2.7 Explain how the resources of an area can be the source of conflict between competing groups.
- 6-9.WH.2.8 Illustrate how the population growth rate impacts a nation's resources.
- 6-9.WH.2.9 Explain how the rapid growth of cities can lead to economic, social, political, and technological problems and innovations.
- 6-9.WH.2.10 Describe why the conservation of resources is necessary to maintain a healthy environment.
- 6-9.WH.3.1 Explain how people historically relied on their natural resources to meet their needs.
- 6-9.WH.3.2 Describe examples that show how economic opportunity and a higher standard of living are important factors in human migration.
- 6-9.WH.3.3 Analyze the role of money and alternative means of exchange.
- 6-9.WH.3.4 Analyze the impact of economic growth on society.
- 6-9.WH.3.5 Identify influential economic thinkers and the impact of their philosophies.
- 6-9.WH.4.1 Describe the role of government in historical human migration, such as push and pull factors.
- 6-9.WH.4.2 Analyze the various political systems that shaped civilizations throughout the world, including the City-State, Monarchy, Republic, Nation-State, or Democracy.
- 6-9.WH.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements.
- 6-9.WH.5.1 Explain the political, economic, religious, or cultural causes of conflicts in various civilizations and their consequences.
- 6-9.WH.5.3 Explain why people unite for political, economic, and humanitarian reasons.
- 6-9.WH.6.1 Synthesize evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and/ or images to interpret historical events.
- 6-9.WH.6.2 Determine and explain the cause and effect of historical events or developments.
- 6-9.WH.6.3 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 6-9.WH.6.4 Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 6-9.WH.6.5 Analyze the context of historical events to determine the motivations of people in those events.



Grading



Grading: Grades will be assigned based on the following scale:

- ★ A (93–100), A– (90–92)
- ★ B+ (86–89), B (83–85), B– (80–82)
- ★ C+ (76–79), C (73–75), C– (70–72)
- ★ D+ (66–69), D (63–65), D– (60–62)
- ★ F (below 60).

Grades in this course are weighted?

- ☐ Yes
- ☒ No

Other Information



Qmlativ

Qmlativ will be updated on a regular basis - parent/guardians and students should check this on a regular basis for grade updates

- ☐ If an assignment shows missing - please discuss with teacher



Google Classroom

- ☐ Students will receive a code for the Google Classroom version for their class
- ☐ Check this for online versions of work assigned in class



Late Work

- ☐ All late work will be accepted as long as it is turned in before the end of the quarter. Once the quarter ends - all missing/late work is due.



Behavior & Consequences

- ☐ Students are expected to be ready to work, willing to participate and not take away from the educational experience of others.
- ☐ Warnings, refocus timeouts, lunch detentions, and office referrals may be used if necessary

Other Information Continued



NO PHONES

- ☐ Chromebooks will provide any technological assistance students may require
- ☐ Phones are **not permitted** for use in class, and should be kept in backpack, locker, or out of sight. This includes airpods in ears during class activities
- ☐ **No warnings** will be given - if the phone is being used, **it will be taken**
- ☐ If phone use becomes an issue, it will find a permanent home on Mr. Fridinger's' desk



Food/Drinks

- ☐ Water is the only beverage allowed in the classroom
- ☐ Students may have fruits or vegetables for a snack
- ☐ Students must clean up after themselves to keep these privileges



Plagiarism

- ☐ Students are expected to turn in original work - plagiarism will not be tolerated.
- ☐ Any assignments that are copied from the Internet or copied off other students will result in a zero on the assignment.

Return this page to Mr. Fridinger.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Resource English Language Arts, Grade 8, Rm 206

Course title and description: The class focuses on developing foundational skills, including reading comprehension, vocabulary, and grammar, while also breaking down complex writing tasks into manageable steps. Students will develop their reading, writing, speaking, and listening skills through a variety of texts and writing styles. They will engage with various genres, including novels, short stories, and poetry. Additionally, they will learn the structure of narrative, informative, and argumentative writing.	Teacher name and contact information: Sally Vaughan Sally.Vaughan@sd273.com 208-773-7554 EXT 4206
Suggested student supplies: ELA Folder Composition Notebook Pencils and pen	
Board-approved curriculum and supplemental resources: HMH - Read 180 HMH - Writable	
Standards covered: Reading Comprehension RC.8.3: Draw evidence from grade-level texts to support claims, including quoting and paraphrasing from relevant sections. RC.8.5a: Explain stated or implied themes, analyzing how characters, setting, and plot develop them over the course of a text. RC.8.5d: Analyze how differences in points of view, particularly through dramatic irony, create effects like suspense. RC.8.6a: Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts. RC.8.6d: Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced. Vocabulary Development (VD) VD.8.1a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	

VD.8.2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., crowd versus mob, fired versus laid off).

Research Strand (RS)

RS.8.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.

Writing (W)

W.8.2. Write arguments or make claims that support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made; demonstrate a nuanced understanding of the topic; and provide a concluding section that follows from and supports the argument presented.

W.8.3: Write personal or fictional narratives with a clear situation and narrator, using varied techniques like dialogue and sensory language to develop characters and convey a coherent sequence.

W.8.4: Write informational texts that introduce a topic, maintain a clear focus, and use facts, examples, and strategies such as problem-solution or cause-effect.

Speaking and Listening (ODC)

ODC.8.1: Engage in collaborative discussions by following rules for discussion, posing and responding to questions, connecting ideas, and justifying views.

ODC.8.2: Analyze the purpose of information in diverse media and formats (visual, quantitative, oral) and evaluate the intent behind its presentation.

Grammar & Usage (GC)

GC.8.1: Demonstrate command of English grammar and usage when writing or speaking.

GC.8.2a. Use commas, ellipsis, and dashes when writing and reading aloud to indicate a pause, break, or omission.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Other information:

Cell Phone Policy

It is school policy for students not to have phones in class or hallways. Students are allowed to have their phones at the beginning and end of class as well as during lunch. If their phones are out without permission, there are three strikes. 1st – I keep till the end of class. 2nd – I bring it to the office, and they get it at the end of the day. 3rd – parents are to pick up at the end of the day. Strikes 2 and 3 will have parent contact.

Return this page to your teacher.
Mrs Vaughan, 8th grade ELA, Room 206

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Course Title: 8th Grade U.S. History I: From Beginnings to 1877

Description: This course provides a comprehensive survey of American history from its earliest origins through the Civil War. We will examine the development of North American societies, the motivations and struggles of early colonists, the foundations of the American Republic, and the defining conflicts of the Civil War. Students will analyze historical events, major figures, and foundational documents to understand how the United States was formed and how its early challenges continue to shape the nation today.



Contact

- ☐ Brian Carlson
- ☐ Phone: 208-773-7554
- ☐ Email: brian.carlson@sd273.com
- ☐ Email is the best way to reach me

Suggested Student Supplies

These are items that you will use daily in class

- ☐ **Paper:** Loose-leaf preferable or spiral notebook
- ☐ **Writing Utensil:** Pencil is preferable or black/blue pen
- ☐ **Binder:** Something to keep your work organized in
- ☐ **Colored pencils:** We do not use these every day but will use them a lot this year
- ☐ **Positive Mindset!**



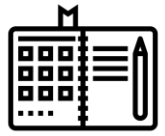
Board-Approved Curriculum and Supplemental Resources



American History: Beginnings to 1877

Pearson: copyright 2019

Standards Covered



Early America and Colonization (1491-1754)

- **6-9.USSH.1.1** Analyze the types of evidence used by historians to reconstruct early human and cultural development in North America.
- **6-9.USSH.1.2** Analyze the characteristics of Indigenous societies in North America before European contact.
- **6-9.USSH.1.3** Describe how the political, social, and economic structures of the New England, Mid-Atlantic, and Southern colonies led to regional differences.
- **6-9.USSH.1.4** Explain the impact of the Columbian Exchange on the Old and New Worlds.
- **6-9.USSH.1.5** Analyze the motivations and events behind the enslavement of Indigenous and African peoples in colonial America.

The American Revolution and Founding a Nation (1754-1800)

- **6-9.USSH.2.1** Explain the historical factors and events leading to the American Revolution, including the French and Indian War and British policies.
- **6-9.USSH.2.2** Analyze the ideas of the Enlightenment and their influence on the Declaration of Independence and the U.S. Constitution.
- **6-9.USSH.2.3** Evaluate the successes and failures of the Articles of Confederation and the key compromises of the Constitutional Convention.
- **6-9.USSH.2.4** Analyze the development and impact of the three branches of government as outlined in the Constitution.
- **6-9.USSH.2.5** Explain the political, social, and economic challenges faced by the new nation during the presidencies of George Washington and John Adams.

Early Republic, Expansion, and Reform (1800-1860)

- **6-9.USSH.3.1** Analyze the major political and economic events during the presidencies of Thomas Jefferson, James Madison, and James Monroe.
- **6-9.USSH.3.2** Explain the causes and effects of westward expansion on Native American peoples and the United States.
- **6-9.USSH.3.3** Analyze the social, economic, and political characteristics of the North, South, and West and the sectional tensions that developed.
- **6-9.USSH.3.4** Explain the economic and social impact of the Industrial Revolution on American society.
- **6-9.USSH.3.5** Describe the major reform movements of the 19th century, including abolitionism, women's suffrage, and temperance.

The Civil War and Reconstruction

- **6-9.USSH.4.1** Analyze the various factors and events that led to the Civil War, including the issue of slavery, sectionalism, and states' rights.
- **6-9.USSH.4.2** Explain the impact of key battles, leaders, and political decisions during the Civil War.
- **6-9.USSH.4.3** Describe the political, social, and economic consequences of the Civil War.
- **6-9.USSH.4.4** Analyze the successes and failures of Reconstruction.



Grading



Grading: Grades will be assigned based on the following scale:

- ★ A (93–100), A– (90–92)
- ★ B+ (86–89), B (83–85), B– (80–82)
- ★ C+ (76–79), C (73–75), C– (70–72)
- ★ D+ (66–69), D (63–65), D– (60–62)
- ★ F (below 60).

Grades in this course are weighted?

- ☐ Yes
☒ No

Other Information



Qmlative

- ☐ Qmlative will be updated on a regular basis - parent/guardians and students should check this on a regular basis for grade updates
- ☐ If an assignment shows missing - please discuss with teacher



Google Classroom

- ☐ Students will receive a code for the Google Classroom version for their class
- ☐ Check this for online versions of work assigned in class



Late Work

- ☐ All late work will be accepted with a 40% reduction in grade.

Behavior & Consequences



- ☐ Students are expected to be ready to work, willing to participate and not take away from the educational experience of others.
- ☐ Warnings, refocus timeouts, lunch detentions, and office referrals may be used if necessary

Other Information Continued



NO PHONES

- ☐ Chromebooks will provide any technological assistance students may require
- ☐ Phones are **not permitted** for use in class, and should be kept in backpack or locker. This includes airpods in ears during class activities
- ☐ **No warnings** will be given - if the phone is being used, **it will be taken**
- ☐ Somedays during independent work students will be allowed to use headphones.

Food/Drinks



- ☐ Water is the only beverage allowed in the classroom
- ☐ Students may have fruits or vegetables for a snack
- ☐ Students must clean up after themselves to keep these privileges



Plagiarism

- ☐ Students are expected to turn in original work - plagiarism will not be tolerated. This especially means, AI being passed on as your work.
- ☐ Any assignments that are copied from the Internet or copied off other students will result in a zero on the assignment. (Notes are the exception)

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Syllabus

Post Falls School District Course Syllabus Post Falls Middle School

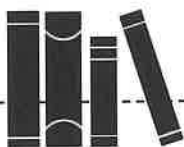
Course Title: 8th Grade U.S. History I: From Beginnings to 1877

Description: This course provides a comprehensive survey of American history from its earliest origins through the Civil War. We will examine the development of North American societies, the motivations and struggles of early colonists, the foundations of the American Republic, and the defining conflicts of the Civil War. Students will analyze historical events, major figures, and foundational documents to understand how the United States was formed and how its early challenges continue to shape the nation today.



Contact

- ☐ Mr. Roman Vasquez
- ☐ Phone: 208-773-7554
- ☐ Email: roman.vasquez@sd27.com
- ☐ Email is the best way to reach me



Suggested Student Supplies

These are items that you will use daily in class

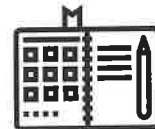
- ☐ **Paper:** Loose-leaf preferable or spiral notebook
- ☐ **Writing Utensil:** Pencil is preferable or black/blue pen
- ☐ **Binder:** Something to keep your work organized in
- ☐ **Colored pencils:** We do not use these every day but will use them a lot this year
- ☐ **Positive Mindset!**



Board-Approved Curriculum and Supplemental Resources

American History: Beginnings to 1877
Pearson: copyright 2019

Standards Covered



Pre-Columbian, Early America and Colonization (1491-1754)

- **6-9.USH.1.1** Analyze the types of evidence used by historians to reconstruct early human and cultural development in North America.
- **6-9.USH.1.2** Analyze the characteristics of Indigenous societies in North America before European contact.
- **6-9.USH.1.3** Describe how the political, social, and economic structures of the New England, Mid-Atlantic, and Southern colonies led to regional differences.
- **6-9.USH.1.4** Explain the impact of the Columbian Exchange on the Old and New Worlds.
- **6-9.USH.1.5** Analyze the motivations and events behind the enslavement of Indigenous and African peoples in colonial America.

The American Revolution and Founding a Nation (1754-1800)

- **6-9.USH.2.1** Explain the historical factors and events leading to the American Revolution, including the French and Indian War and British policies.
- **6-9.USH.2.2** Analyze the ideas of the Enlightenment and their influence on the Declaration of Independence and the U.S. Constitution.
- **6-9.USH.2.3** Evaluate the successes and failures of the Articles of Confederation and the key compromises of the Constitutional Convention.
- **6-9.USH.2.4** Analyze the development and impact of the three branches of government as outlined in the Constitution.
- **6-9.USH.2.5** Explain the political, social, and economic challenges faced by the new nation during the presidencies of George Washington and John Adams.

Early Republic, Expansion, and Reform (1800-1860)

- **6-9.USH.3.1** Analyze the major political and economic events during the presidencies of Thomas Jefferson, James Madison, and James Monroe.
- **6-9.USH.3.2** Explain the causes and effects of westward expansion on Native American peoples and the United States.
- **6-9.USH.3.3** Analyze the social, economic, and political characteristics of the North, South, and West and the sectional tensions that developed.
- **6-9.USH.3.4** Explain the economic and social impact of the Industrial Revolution on American society.
- **6-9.USH.3.5** Describe the major reform movements of the 19th century, including abolitionism, women's suffrage, and temperance.

The Civil War and Reconstruction

- **6-9.USH.4.1** Analyze the various factors and events that led to the Civil War, including the issue of slavery, sectionalism, and states' rights.
- **6-9.USH.4.2** Explain the impact of key battles, leaders, and political decisions during the Civil War.
- **6-9.USH.4.3** Describe the political, social, and economic consequences of the Civil War.
- **6-9.USH.4.4** Analyze the successes and failures of Reconstruction.

→



Grading



Grading: Grades will be assigned based on the following scale:

- ★ A (93–100), A– (90–92)
- ★ B+ (86–89), B (83–85), B– (80–82)
- ★ C+ (76–79), C (73–75), C– (70–72)
- ★ D+ (66–69), D (63–65), D– (60–62)
- ★ F (below 60).

Grades in this course are weighted?

- ☐ Yes
☒ No

Other Information



Skyward

- ☐ Skyward Cummalative will be updated on a regular basis - parent/guardians and students should check this on a regular basis for grade updates
- ☐ If an assignment shows missing - please discuss with teacher



Google Classroom

- ☐ Students will receive a code for the Google Classroom version for their class
- ☐ Check this for online versions of work assigned in class



Late Work

- ☐ All late work will be accepted as long as it is turned in before the end of the each week.. Once the quarter ends - all missing/late work is due.



Behavior & Consequences

- ☐ Students are expected to be ready to work, willing to participate and not take away from the educational experience of others.
- ☐ Warnings, refocus timeouts, lunch detentions, and office referrals may be used if necessary

Other Information Continued

NO PHONES



- ☐ Chromebooks will provide any technological assistance students may require
- ☐ Phones are **not permitted** for use in class, and should be kept in backpack or face down on desk at all times. This includes airpods in ears during class activities
- ☐ **No warnings** will be given - if the phone is being used, **it will be taken**
- ☐ If phone use becomes an issue, it will find a permanent home on Mr. Vasquez's desk

Food/Drinks



- ☐ Water is the only beverage allowed in the classroom
- ☐ Students may have fruits or vegetables for a snack
- ☐ Students must clean up after themselves to keep these privileges

Plagiarism



- ☐ Students are expected to turn in original work - plagiarism will not be tolerated. This especially means, AI being passed on as your work.
- ☐ Any assignments that are copied from the Internet or copied off other students will result in a zero on the assignment. (Notes are the exception)

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

name: _____ period: _____ date: _____

course title & description

8th grade ELA

Our focus will be learning & developing skills as readers, writers, and critical thinkers. We will focus heavily on grammar, mechanics, reading and writing. We will have lots of grammar learning activities as well as opportunities to put grammar and mechanics skills to practice. We will read short stories, poems, speeches, and novels as a class. Class discussions will help broaden understanding of literature and language.

teacher name & contact info

Toni Norton
toni.norton@sd273.com

board approved curriculum

HMH Into Literature

suggested supplies

- Binder for ELA class only
- Notebook paper
- Pens or pencils
- Highlighters/colored pencils

grading

Grades will be assigned based on the following scale:
A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82),
C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65),
D– (60–62), and F (below 60).

Grades in this course are weighted:

☐ Yes

☒ No

Grades are determined by total points earned on assignments and assessments.

standards covered

8RC-TC1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band.

8RC-TE3. Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.

8RC-NF6a. Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.

8W-RW 2. Write arguments or make claims that support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made; demonstrate a nuanced understanding of the topic; and provide a concluding section that follows from and supports the argument presented. 3. Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. 4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

8ODC-OC1. Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.

Be on time and be on task. Bring supplies everyday to class.

For the best learning environment possible and safety of everyone in the classroom, **cell phones are to disappear at the beginning of class**; this includes smart watches, airpods, and earbuds. If you do not comply and are caught on your phone, you will have phone confiscated and could receive lunch detention. Multiple infractions will result in the phone being sent to the office for a parent to pick up.

Late work will have points deducted: 1 week = 10% deducted; 2 weeks = 30% deducted. No credit will be given on work that is more than 2 weeks late.

- Bonus and alternative assignments are available to make up for missing work. These assignments are to be done on your own time. Completion of these assignments will take the place of zeros in the gradebook or be entered extra credit.
- I reserve the right to deal with specific late work and make-up work issues on a case by case basis. If you are absent, it YOUR responsibility to schedule a time to come in and get the material you missed.
- Most of the classwork and copies of the readings will be on Google Classroom. It is your responsibility to catch up on any missed reading in order to complete assignments in class.

We may watch historically based videos and clips that may contain mature content (re-enactments of crimes, war, or war like images) and vocabulary. We may also watch movies that are rated PG or PG-13 including *A Monster Calls* and *The Outsiders*. **If you do not feel comfortable having your child view these types of videos or movies, please initial here.** _____

Otherwise, your signature on this syllabus grants permission for your child to view these videos.

Bathroom breaks, visits to the water fountain or nurse will be given at the teacher's discretion. You will be asked to leave your phone on the teacher's desk before leaving the classroom. You may retrieve it at the end of class. Frequent requests to leave the classroom will result in giving up your phone for the rest of the day and communication home.

Drinks are limited to water only in a container with a lid. Please no food in the classroom unless previously discussed and approved by me. Drink privileges may be revoked at my discretion.

Do your own work-**no cheating**. Write in your own words-no copying and pasting and no AI. All written work must be handwritten using complete sentences. Anything that is turned in that is not in proper format and/or complete sentences will not be graded. All work must be completed in class. Chromebooks are available to use in the classroom. Students must follow the PFSD Internet Policy when using classroom Chromebooks. After using a Chromebook, please return it to the cart and plug it in.

student signature

parent signature

Return this page to your teacher.
Toni Norton ELA room 6

Student Name: _____

Course: 8th Grade English Language Arts

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus 2026-27

School: Post Falls Middle School
8th Grade Science

Course title and description: 8th Grade Science Study of Atomic Theory, Chemical Reactions, Forces & Motion, Energy in the Atmosphere and Ocean, Climate, and Earth-Sun-Moon System. <u>Course Description:</u> The purpose of 8th grade Science is to provide everyone with a chance to learn and explore scientific practices and procedures by learning about the multiple fields of science, its processes, and its place in the universe. To accomplish this we will use methods such as: classroom discussions, group projects/presentations, observations of phenomena, individual projects, designing and conducting experiments, collecting/interpreting data, drawing conclusions, researching current news and scientific findings, and much more.	Teacher name and contact information: Ron Simpson Email ron.simpson@sd273.com Phone 208-773-7554
Suggested student supplies: Black or Blue Pen #2 Pencil Set of Colored Pencils Composition or Spiral Notebook	
Board-approved curriculum and supplemental resources: Pearson Grade 8 Elevate Science	
Standards covered: MS-PS-1.1 Students who demonstrate understanding can: Develop models to describe the atomic composition of simple molecules. MS-PS-1.2 Students who demonstrate understanding can: Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. MS-PS-1.3 Students who demonstrate understanding can: Construct a scientific explanation, based on evidence, to describe that synthetic materials come from natural resources. MS-PS-1.4 Students who demonstrate understanding can: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. MS-PS-1.5 Students who demonstrate understanding can: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	

MS-PS-1.6 Students who demonstrate understanding can: Undertake a design project to construct, test, and/or modify a device that either releases or absorbs thermal energy by chemical processes.

MS-PS-2.1 Students who demonstrate understanding can: Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

MS-PS-2.2 Students who demonstrate understanding can: Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

MS-PS-2.4 Students who demonstrate understanding can: Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

MS-PS-2.5 Students who demonstrate understanding can: Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

MS-PS-3.1 Students who demonstrate understanding can: Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

MS-PS-3.2 Students who demonstrate understanding can: Develop a model to describe the relationship between the relative positions of objects interacting at a distance and the relative potential energy in the system.

MS-PS-3.3 Students who demonstrate understanding can: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

MS-PS-3.4 Students who demonstrate understanding can: Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

MS-PS-3.5 Students who demonstrate understanding can: Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

MS-ESS-1.1 Students who demonstrate understanding can: Develop and use a model of the Earth-Sun-Moon system to describe the cyclic patterns of lunar phases, eclipses of the Sun and Moon, and seasons.

MS-ESS-1.2 Students who demonstrate understanding can: Develop and use a model to describe the role of gravity in the orbital motions within galaxies and the solar system.

MS-ESS-1.3 Students who demonstrate understanding can: Analyze and interpret data to determine scale properties of objects in the solar system.

MS-ESS-2.4 Students who demonstrate understanding can: Develop a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity.

MS-ESS-2.5 Students who demonstrate understanding can: Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

MS-ESS-2.6 Students who demonstrate understanding can: Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

If yes, grades are weighted as follows:

70% quizzes and tests

30% classwork, labs, and projects

- Students can retake quizzes and tests by following a set of certain criteria.
- Each project that is assigned will have a rubric

Other information:

Welcome to 8th grade science. We're excited to be teaching your child. Eighth grade brings new challenges and responsibilities for your child, but together we can succeed. Our goal is to engage students with a variety of experiences. We have high expectations of each child that we teach, and we encourage support from home as we progress through the school year. One way to support your child is by observing the weekly outline located on our Google Classroom page. Here you will find the daily activities and work. You can also help us by keeping an open line of communication. Emailing is the preferred form of communication.

Classroom Expectations

<u>Be Respectful</u>	<u>Be Responsible</u>	<u>Be Safe</u>
• Be a patient and attentive listener • Follow directions the first time • Use appropriate language • Be kind to your peers & adults in the building	• Be on time • Turn in work on time • Ask for help • Do your best work • Practice good hygiene • Come to school everyday • Make up work when absent • Cell phones and earbuds should be out of sight and off (Preferably keep in students locker during class)	• Walking in the class and hallways • Follow Lab procedures and safety • Keep your area neat and organized

*** These expectations are established to maintain a safe, enjoyable learning environment for everyone.

Make Up Work

Students will be allowed one school day for every day they were absent to complete any make up work assigned while they were absent from class. It is the student's responsibility to gather missing work at the appropriate time. This would be in the morning, during lunch, or after school.

Late Work

Expect late work to receive a deduction in grade of up to 40%. **Late work will not be accepted after one week from the original due date.** Parents and students should make a habit of checking "Qmlative" to review student progress. **Qmlative** will be updated weekly.

Return this page to your teacher.

Student Name: _____

Course: 8th Grade Science 2026-27

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: Advanced Band 8 th graders at Post Falls Middle School have the opportunity to continue to learn to play a band instrument. We will continue where we finished last spring to help the students continue to grow as a musician. This is a full year class that students will have every day.	Teacher name and contact information: Andrew Collier andrew.collier@sd273.com	
Suggested student supplies: You can rent or purchase instruments and supplies at a variety of music stores, including at the following local locations:		
Northwest Music Center 6055 N Sunshine St. Coeur d’ Alene, ID83815 (208) 667-6200	Hoffman Music 1430 N Monroe St. Spokane, WA 99201 (509) 444-4140	Clearwater Valley Music 321 N Pines Rd C Spokane Valley, WA 99206 (509) 413-1137
You can also order online and have instruments delivered to your home through www.BurtsCda.com		
In addition to a book, instrument and pencil in class every day, each student will also need the following supplies for the instrument of their choosing:		
Flute: Cleaning rod, cleaning cloth		
Clarinet, Sax: At least 5 reeds, cork grease, swab, neck strap (sax only)		
Trumpet/Baritone/Tuba: Slide Grease, Valve Oil		
Trombone: Slide Grease, Slide Oil		
Percussion: Drum Sticks and mallets		

Board-approved curriculum and supplemental resources:

The book we will be using will be Accent on Achievement book 3 by John O'Reilly and Mark Williams. **BE SURE YOU GET THE CORRECT BOOK FOR YOUR INSTRUMENT!**

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

Standards covered:

MUSIC ENSEMBLES LEVEL 3

Anchor Standard 1: Develop and create artistic ideas and work.

Code Standard

L3.MU:E.1.1 Compose and/or improvise melodic and rhythmic ideas that reflect materials studied in rehearsal.

L3.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria with purpose.

L3.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.

Anchor Standard 2: Develop and refine artistic techniques.

Code Standard

L3.MU:E.2.1 Apply music reading skills to materials learned in rehearsal.

Anchor Standard 3: Perform and/or present artistic work.

Code Standard

L3.MU:E.3.1 Apply expressive qualities to a variety of musical repertoire in different contexts.

L3.MU:E.3.2 Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, and genres.

L3.MU:E.3.3 Demonstrate attention to expressive qualities in musical repertoire representing a variety of cultures, styles, and genres.

Anchor Standard 4: Respond to artistic work.

Code Objective

L3.MU:E.4.1 Develop strategies to address technical and expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Idaho Music Ensembles Content Standards / Content and Curriculum / 10

Code Objective

L3.MU:E.4.2 Justify the intent of musical works and performances using collaboratively developed criteria.

Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.

Code Objective

L3.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

L3.MU:E.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Students will be graded on in class quizzes, concert attendance and class participation. Students that do not have their instrument in class each day will lose daily participation points.

Grades in this course are weighted:

Yes

No ☒

If yes, grades are weighted as follows:

Other information:

There are two required performances throughout the year in the form of an after school concert.. Please mark them on your calendars.

December 8, 2026- 6:30 pm in the Post Falls Middle School gym

June 8, 2027- 6:30 pm in the Post Falls Middle School gym

Other performances are scheduled throughout the year. Families will be notified of these performance opportunities through email.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

**Please return this page to Mr. Collier
Band, Room 112**

Course Description:

Course Description:

This course helps students bridge their personal interests, strengths, and values with potential future career pathways. Using the **Next Steps Idaho** platform alongside Idaho CTE First Steps frameworks, students will:

- explore who they are right now through activities and self-surveys;
- identify what might be important to them in the short term and long term future;
- investigate career pathways that exist;
- explore post-secondary options (college, technical degrees, apprenticeships, military, and direct workforce entry);
- and build a 4-year high school plan.

This course encourages family involvement. Parents and guardians are invited to participate as trusted advisers and resources for students as they explore career pathways and set high school goals.

Suggested Supplies:

Folder, paper, pencil

Curriculum & Resources:

This course uses a variety of curricular resources, including Idaho Division of Career Technical Education, First Steps, teacher-developed content, and supplemental tools that support students achieving the goals and standards outlined in this syllabus. Every effort is made to ensure these resources are aligned to standards and are appropriate for classroom use. If you have any questions about the materials being used, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss this newly developed course and how it can support your child's learning experience.

Standards Covered:

ISBE 8.0 Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can explore opportunities.

8.1 Identify, develop, and communicate personal strengths

8.2 Build support networks

8.3 Develop an educational and career pathway

IDCTE Domain 1 Self-Evaluation (Who am I?)

IDCTE Domain 2 Career Exploration (What's out there for me?)

IDCTE Domain 3 Future Planning (How do I get there?)

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60). Students earn points based on daily contributions, small assignments, projects, tests, and . Grades in this course are NOT weighted.

Other Essential Information:

The purpose of the class is to establish basic building blocks for students as they construct their future. The more students engage class, try something new, keep an open mind, and ask questions from trusted adults, the more they will take away to apply in life.

If you have questions, concerns, or celebrations as the semester begins, please let me know. I can serve your child best if we're all working together to help kids explore options for the future.

Course: Career Exploration 8

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

☐

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- OR-
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

☐

Parent/Guardian Name (Printed): _____

☐

Parent/Guardian Signature: _____ Date: _____

Course Description:

Students will work collaboratively to learn all aspects of publishing a yearbook. This includes: accurate reporting and caption writing, meeting deadlines, effective photography and design, fair and equal representation, successful advertising, and professional communication skills.

Suggested Supplies:

Folder, paper, pencil, camera (optional)

Curriculum & Resources: Yearbook Discoveries, Varsity Publishers

Standards Covered:

8.RS-IP.1 - Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations

8.W-RW.3 - Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

8.W-RW.5 - Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.

8.W-RW.6 - With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)

8.W-HWK.7 - Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60). Students earn points based on daily contributions, small assignments, photography, ad contacts, projects, tests, and page completion. Grades in this course are NOT weighted.

Other Essential Information:

Please discuss with your child the responsibility of being a yearbook staffer. The Staff Handbook outlines responsibilities, but class discussions fill in more details your child can share with you. Please understand, although this is an elective course, it is serious business to create a yearbook. Students have a responsibility to treat photography subjects with professionalism and follow school behavior guidelines when on assignment. Students will be held accountable for their actions, and we will celebrate their successes all semester!

Many families have questions about picture taking and attending events.

- If your child has access to a digital camera or a cell phone camera, that is a helpful tool. We have several cameras that students are allowed to use to conduct photography assignments with a basic checkout process. Students will be expected to care for any borrowed equipment while it is in their possession. Accidents happen, but **students must care for the equipment carefully or contribute to replacing the equipment.**
- Our yearbook needs photos from school events which often happen outside of school hours. If your child can attend, they are responsible for transportation. Press passes help students attend home games free of charge. Games and concerts are typically concluded by 7:30 PM. Students are strongly encouraged to help friends and family share photos of all events.

You are invited to contribute photos from your child's school events and outside activities. {See QR code below.} Think: first day of school, Halloween, birthdays, band practice, etc. You can help us get a view of students we can't capture inside the classroom!

If you have questions or concerns, don't hesitate to contact me via phone or email.

Thank you for allowing your child to work on the yearbook! I want it to be an amazing experience for the staff members.

Mrs. Greer

Order Your Yearbook	Share Your Photos
Scan the code with your phone camera to order your Post Falls Middle School yearbook.	Help make the yearbook complete! Parents, friends, teachers, and students can submit photos for consideration.
SAVE 25% WITH COUPON CODE EARLYBIRD27-6079 Offer ends October 15	PHOTO SUBMISSION CODE 6079
	
Scan to order online yearbookordercenter.com	Scan to submit photos yearbookshare.com

Please sign and return all items marked with an arrow. ☐

I understand the responsibilities and expectations of being on the Yearbook staff.

☐ Student Signature

X _____

I understand my child is enrolled in Yearbook and is accountable for his/her assigned work.

Parent/Guardian Signature

Preferred contact phone number or email :

☐ X _____

☐ _____

Course: YEARBOOK

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

☐ Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.

-OR-

- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

☐ Parent/Guardian Name (Printed): _____

☐ Parent/Guardian Signature: _____ Date: _____

Other Information

Cell Phone Policy

Students are NOT permitted cell phones, headphones or earbuds in classrooms or hallways.

If a student has their cell phone out without permission:

1st Offense: Warning given

2nd Offense: Phone taken for duration of period.

3rd Offense: Phone taken for duration of school day

4th Offense: Parent must pick up the phone from the office.

***PER THE PFMS STUDENT**

HANDBOOK: Cell phones are ONLY permitted before school, during lunch, and after school.

Skyward

I update students' scores regularly in Skyward, so please check Family Access for your child's most up-to-date grade.

*If you have a problem accessing your Skyward account, please contact our front office.

Communication

Emails are sent out regarding upcoming tests, quizzes, project deadlines, as well as notice for the quarter/semester ending.

*Remind is another app that may be used to further increase communication between school and home. (After my return in November.)

Classroom Rules and Expectations

To ensure the best possible learning environment for ALL, students will:

1. **BE RESPECTFUL** to staff members, other students, themselves, the classroom, & provided materials.
2. **COME** to class **PREPARED** with materials.
3. **BE ON TIME.** Instruction starts right away after the bell.
4. **BE A PROBLEM SOLVER** and a critical thinker.
5. **TURN CELL PHONES OFF** or place **ON SILENT.**

Absent and Late Policy

ABSENT: If a student is absent, they are provided one school day for each day they were gone to complete the missed work **ON THEIR OWN TIME.** It is also their responsibility for collecting any assignments or work they missed.

LATE WORK: Late work is accepted, with no penalty, up to **TWO WEEKS** past the due date listed in Skyward with no late penalty added. However, assignments will receive no points/credit past that two-week late period. *Late work is graded regularly but may take up to 2-3 days to be posted in Skyward.*

Google Classroom

Google Classroom will be utilized DAILY throughout the year as part of my instruction. Copies of assignments, presentations, videos, and notes are posted in Google Classroom for students to access at any point. An online version of the textbook will also be posted in Google Classroom.

Nearly all tests/quizzes will be given through this platform but **MUST** be taken under a teacher's supervision. *Please do not complete a quiz/test at home.*

Logging in to Google Classroom: Your child's username is their school email. Their password is the same used to log into the Chromebook here at school. (They will know this password due to the regular use of Google Classroom in daily routines at school.)

7th GRADE

Mrs. Whitney's Science Syllabus

Post Falls Middle School, Room 104

Contact

Mrs. Mary Whitney
Email: mary.whitney@sd273.com
Ph.#: (208) 773-7554 ext. 4104

*Email is best way to contact me. I will reply to an email within 24 hours during contracted hours (7:00 am - 3:15 pm).

Course Description

In 7th grade science, students will work toward developing models, conducting investigations, and constructing scientific explanation based on valid & reliable evidence. They will recognize that living things are made up of one or more cells, understand the transfer of energy can be tracked, natural systems can be visualized, modeled, and studied to determine how they function.

Students will be challenged to develop a scientific mindset to increase their understanding of life, earth & physical science

Suggested Student Supplies

- Spiral notebook
- Folder for handouts/ notes
- Pencils/Pens
- Highlighter(s)
- Colored Pencils

Note: Students will be given a textbook which will be kept on a shelf in the classroom. Students are allowed to take the textbook home, if they would like, to study or catch up on late work. However, they are required to bring the textbook back to school the next day as it is an important learning resource used regularly in instruction. However, there is an online version of the textbook posted in Google Classroom for students to access if they don't want to take the paper textbook home.

Grading Policy and Late Work Policy

Grades will be assigned based on the following scale:
A (93-100%), A- (90-92%), B+ (86-89%), B (83-85%), B- (80-82%), C+ (76-79%), C (73-75%), C- (70-72%), D+ (66-69%), D (63-65%), D- (60-62%) & F (below 60%).

Grades in this course are weighted?

☒ Yes

☐ No

Grades are weighted as follows:

CLASSWORK (daily assignments, notebooks, participation): 40%
ASSESSMENTS (tests, quizzes, projects): 60%

Board Approved Curriculum and Supplemental Resources

TEXTBOOK: SAVVAS Learning Elevate Science Course 2

UNITS OF STUDY:

- The Cell System
- Human Body Systems
- Reproduction & Growth
- Ecosystems
- Distributions of Natural Resources
- Waves & Electromagnetic Radiation
- Human Impacts on the Environment

7th Grade Science Standards

- MS.LS-1.1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
- MS.LS-1.2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
- MS.LS-1.3 Make a claim supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.
- MS.LS-1.4 Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.
- MS.LS-1.5 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
- MS.LS-1.6 Develop a conceptual model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as matter moves through an organism.
- MS.LS-2.1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations in an ecosystem.
- MS.LS-2.2 Construct an explanation based on evidence that predicts patterns of interactions among organisms across multiple ecosystems.
- MS.LS-2.3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- MS.LS-2.4 Develop a model to describe the flow of energy through the trophic levels of an ecosystem.
- MS.LS-2.5 Construct an argument supported by evidence that changes to physical or biological components of an ecosystem affect populations.
- MS.LS-2.6 Design and evaluate solutions for maintaining biodiversity and ecosystem services.
- MS.LS-3.1 Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- MS.LS-3.2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- MS.ESS-2.4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity.
- MS.ESS-3.1 Construct a scientific explanation based on evidence for how Earth's mineral, energy, and groundwater resources are unevenly distributed as a result of past and current geologic processes.
- MS.LS-3.3 Apply scientific practices to design a method for monitoring human activity and increasing beneficial human influences on the environment.
- MS.ESS-3.4 Construct an explanation based on evidence for how changes in human population and per-capita consumption of natural resources positively and negatively affect Earth's systems.
- MS.ESS-3.5 Ask questions to interpret evidence of the factors that cause climate variability throughout Earth's history.
- MS.LS-4.4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- MS.PS-4.1 Use diagrams of a simple wave to explain that (1) a wave has a repeating pattern with a specific amplitude, frequency, and wavelength, and (2) the amplitude of a wave is related to the energy in the wave.
- MS.PS-4.2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Return this page to your teacher.

Student Name: _____

Course: 7th Grade Science (Teacher: Whitney)

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____



Post Falls School District Course Syllabus

School: Post Falls Middle School

5th Period



Course title and description: Physical Education Post Falls Middle School physical education strives to maintain an activity based program while teaching lifelong fitness in a safe and enjoyable environment.	Teacher name and contact information: Mr. Adam Schwaderer adam.schwaderer@sd273.com 208-773-7554 Google Classroom Code: FDNG3PB
Suggested student supplies: Locker rooms are available to those that would like to use them for dressing down. Therefore, changing into athletic clothes is optional. Our definition of athletic attire is a t-shirt, athletic shorts (dress code length), or athletic pants with a shirt that is finger length and tennis shoes. All students must have appropriate footwear for being active. No boots, sandals, Crocs, or slippers allowed!	
Board-approved curriculum and supplemental resources: Resources for Better Schools: Academic Learning Packets for Physical Education (2005) This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use. If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.	
Standards covered: 6-8.PE.1.1.1 Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training). 6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity. 6-8.PE.1.1.3 Demonstrate movement tactics and strategies that can be applied to a variety of physical activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training). 6-8.PE.2.1.1 Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, dance, outdoor activities, outdoor ethics, fitness (e.g., transition from offense to defense, shortest distance, angles of interception). 6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe the purpose behind the mechanics and range of motion required in various physical activities). 6-8.PE.2.1.3 Apply external feedback to guide and improve performance (e.g., use videos to refine skills, utilize	

verbal feedback to improve performance).

6-8.PE.3.1.1 Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by evidence-based measures (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).

6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g., resistance training techniques, combatives training, sprint starts, vertical/ starts, vertical/standing jump, Pilates, sports performance).

6-8.PE.3.1.3 Participate in a variety of developmentally appropriate health and skill-related fitness activities in diverse settings including school, home, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance).

6-8.PE.4.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g., participate within the rules of an activity, display good sportspersonship, practice self-control).

6-8.PE.4.1.3 Work independently and in groups to achieve goals in competitive and cooperative settings (e.g., identify ways to relieve stress, develop team goals, practice for competition, participate in sport education, adventure activities, and/or challenge activities).

6-8.PE.4.1.4 Appreciate and include other people of diverse characteristics and backgrounds during physical activity (e.g., invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, participate in cultural activities/projects, and/or peer mentoring).

6-8.PE.4.1.5 Recognize the role of physical activity in influencing personal and social behavior (e.g., identify positive and negative behaviors of sport figures, develop leadership skills, take responsibility for actions, recognize the importance of individual roles in group activities).

6-8.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity achieving target heart rate zone a minimum of 50% of the lesson time (e.g., heart rate assessment, time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute).

6-8.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within the public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks).

6-8.PE.5.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, sports camps/lessons, fitness club membership, camping).

6-8.PE.5.1.4 Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Other Information:

Grades will be determined through a combination of participation, skill development, written work, and fitness testing. The following is a breakdown of our grading policy.

- Five (5) pts. Will be awarded daily to students that actively participate and display appropriate behavior. In a four day school week 20 points are available.

- Zero points will be awarded to students who refuse to participate. Students removed from activities due to poor sportsmanship or attitude will also lose points on that day.
- Two (2) points will be taken away daily for not having correct shoes.
- Zero points will be awarded to students who are not in class for that day. Make-up points will be awarded to students with excused absences who bring in written work related to any type of physical activity. Physical education is a participation class and students will need to make up the class they missed. All written work is due within the quarter. You can access missed PE forms or absent sheets on google classroom or outside Mr. Pines office.
- Two (2) points will be taken off for any unexcused tardy.
- We will fitness test 3 times a semester. Students will be graded on healthy standing and growth
- Students that sit out due to illness or injury will be required to complete written assignments or an alternative assignment as determined by the teacher, in order to receive their five (5) points for the day.
- If cell phones are seen during class, students will lose 2 points. Students will have to turn in their phone to their teacher for the class period. If cell phones become a problem, students will have to leave their phone in the office daily.

Policies: Students will be allowed to sit out of PE/Life Sports due to injury or illness for two consecutive days with a parent note. Anything longer than two days will require a note from a doctor. **NO GLASS OR FOOD** allowed! Please maintain healthy hygiene habits. **Whether students change for PE or not, it is expected that they fully participate.**

As a physical education department we often have students in need of hygienic supplies. Throughout the semester we will be accepting donations of any new, unopened items. **Donations are not required**, but anything you can provide to our students would be very helpful and appreciated.

Items most often needed:

- Hair ties
- Deodorant
- Band-aids
- Athletic Shoes
- Feminine Products

If you choose to donate, please have your student bring it to their teacher instead of the main office. Let us know if you have any questions.

Thanks from the PFMS PE Department,

Adam Schwaderer

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Return This Page To Your Teacher
Mr. Schwaderer

CLASS SYLLABUS

7th GRADE SCIENCE

COURSE DESCRIPTION

In 7th grade science, students will work toward developing models, conducting investigations, and constructing scientific explanation based on valid & reliable evidence. They will recognize that living things are made up of one or more cells, understand the transfer of energy can be tracked, natural systems can be visualized, modeled, and studied to determine how they function.

Students will be challenged to develop a scientific mindset to increase their understanding of life, earth, & physical science.

CONTACT INFO

Mrs. Aimee Stephens
aimee.stephens@sd273.com
(208)773-7554 ext 4105

*parents & guardians are encouraged to contact me with any questions/concerns

SUGGESTED STUDENT SUPPLIES

- Spiral Notebook
- Folder for notes/handouts
- Pencils/Pens
- Highlighter(s)
- Colored Pencils

BOARD APPROVED CURRICULUM & SUPPLEMENTAL RESOURCES

TEXTBOOK: SAVVAS Learning Elevate Science Course 2

UNITS OF STUDY:

1. The Cell System
2. Human Body Systems
3. Reproduction & Growth
4. Ecosystems
5. Distributions of Natural Resources
6. Waves & Electromagnetic Radiation
7. Human Impacts on the Environment

7TH GRADE SCIENCE STANDARDS

MS.LS-1.1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

MS.LS-1.2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

MS.LS-1.3 Make a claim supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.

MS.LS-1.4 Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.

MS.LS-1.5 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

MS.LS-1.6 Develop a conceptual model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as matter moves through an organism.

MS.LS-2.1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations in an ecosystem.

MS.LS-2.2 Construct an explanation based on evidence that predicts patterns of interactions among organisms across multiple ecosystems.

MS.LS-2.3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem

MS.LS-2.4 Develop a model to describe the flow of energy through the trophic levels of an ecosystem.

MS.LS-2.5 Construct an argument supported by evidence that changes to physical or biological components of an ecosystem affect populations.

MS.LS-2.6 Design and evaluate solutions for maintaining biodiversity and ecosystem services.

MS.LS-3.1 Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

MS.LS-3.2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

MS.ESS-2.4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity.

MS.ESS-3.1 Construct a scientific explanation based on evidence for how Earth's mineral, energy, and groundwater resources are unevenly distributed as a result of past and current geologic processes.

MS.LS-3.3 Apply scientific practices to design a method for monitoring human activity and increasing beneficial human influences on the environment.

MS.ESS-3.4 Construct an explanation based on evidence for how changes in human population and per-capita consumption of natural resources positively and negatively affect Earth's systems.

MS.ESS-3.5 Ask questions to interpret evidence of the factors that cause climate variability throughout Earth's history.

MS.LS-4.4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

MS.PS-4.1 Use diagrams of a simple wave to explain that (1) a wave has a repeating pattern with a specific amplitude, frequency, and wavelength, and (2) the amplitude of a wave is related to the energy in the wave.

MS.PS-4.2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

GRADING & LATE WORK POLICY

Grades will be assigned based on the following scale: A (93-100), A- (90-92), B+ (86-89), B (83-85), B- (80-82), C+ (76-79), C (73-75), C- (70-72), D+ (66-69), D (63-65), D- (60-62), & F (below 60).

**GRADES IN THIS COURSE ARE WEIGHTED
BASED ON THE FOLLOWING CATEGORIES:**



YES



NO

CLASSWORK (daily assignments, notebooks, participation): 40%
ASSESSMENTS (tests, quizzes, projects): 60%

LATE WORK IS ACCEPTED FOR UP TO 2 WEEKS AFTER THE INITIAL DUE DATE FOR NO PENALTY. After 2 weeks, late work will no longer be accepted.

OTHER INFORMATION

CELL PHONE POLICY:

Students are NOT permitted cell phones/headphones in classrooms & hallways.

If a student has their cell phone out without permission:

- 1st offense: warning
- 2nd offense: phone taken for duration of class period
- 3rd offense: phone taken to office for duration of school day
- 4th offense: parent pickup in the office at the conclusion of the school day.

PER THE PFMS STUDENT HANDBOOK: cell phones are permitted before school, during lunch, & after school ONLY.

FOOD & DRINK POLICY:

We ALL need to eat, including myself. 7th grade has the latest lunch of the day.

Snacks are permitted in my classroom as long as they meet the following specifications:
(1) they are not a distraction, (2) ANY messes are cleaned up immediately, & (3) they do not have an odor or require a microwave.

Water in a water bottle is always permitted.

***THIS IS A PRIVILEGE THAT CAN BE REVOKED.**

OTHER INFORMATION

CLASSROOM RULES & EXPECTATIONS

In order to ensure the best possible learning environment for **ALL** students, I expect students in my classroom to:

- (1) **BE RESPECTFUL** to staff members, other students, themselves, the classroom, & provided materials.
- (2) Come to class **PREPARED** with materials **& ON TIME**.
- (3) **PARTICIPATE** actively in class discussions & activities.
- (4) **BE RESPONSIBLE** for their own learning.

GOOGLE CLASSROOM

Google classroom will be utilized **DAILY** throughout the year as part of my instruction.

Nearly all tests/quizzes will be given through Google Classroom, but **MUST** be taken under a teacher's supervision (please do not complete a test/quiz at home).

IF A STUDENT IS ABSENT, they are provided 1 school day for each day they were gone to complete their missing work **ON THEIR OWN TIME** (see late work policy). ALL work, including notes or supplemental material, can be found on Google Classroom.

QMLATIV

All grades are up to date by Thursday of each week. Please ensure you are checking Qmlativ weekly for the most accurate scores/grades for your student.

If you have trouble accessing Qmlativ Family Access, please contact our front office.

COMMUNICATION

I will be sending out emails regarding upcoming tests, quizzes, project deadlines, and/or quarter/semester ending.

Please do not hesitate to reach out at any point with questions/concerns.

Return this page to your teacher.

Student Name: _____

Course: 7th GRADE SCIENCE

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

**RETURN THIS PAGE TO MRS. STEPHENS
(ROOM 105)**

Course Title: 7th Grade Social Studies

Description: A study of world history and the major cultures who helped lay the foundation of the modern world through geography, economics, and civilization building.



Contact

- ☐ Mr. Landon Anderson
- ☐ Phone: 208-773-7554
- ☐ Email: landon.anderson@sd273.com
- ☐ Email is the best way to reach me



Suggested Student Supplies

These are items that you will use daily in class

- ☐ **Paper:** Loose-leaf preferable
- ☐ **Writing Utensil:** Pencil is preferable or black/blue pen
- ☐ **Binder:** Something to keep your work organized in
- ☐ **Colored pencils:** We do not use these every day but will use them a lot this year
- ☐ **Positive Mindset!**

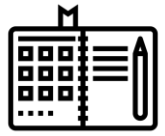


Board-Approved Curriculum and Supplemental Resources



Ancient Civilizations (HMH Social Studies, Copyright 2019)

Standards Covered



- 6-9.WH.1.1 Analyze types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.
- 6-9.WH.1.2 Describe the characteristics of early hunter-gatherer communities.
- 6-9.WH.1.3 Describe how hunter-gatherer communities developed into agricultural sedentary settlements.
- 6-9.WH.1.4 Analyze the characteristics of early civilizations throughout the world including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.
- 6-9.WH.1.5 Explain how humans adapted the environment to maintain population growth and develop the first civilizations.
- 6-9.WH.1.6 Identify the technological advances developed by Ancient, Middle Age, and Early- Modern civilizations throughout the world.
- 6-9.WH.1.7 Identify examples of how writing, art, architecture, mathematics, and science have evolved over time, such as in Ancient, Middle Age or Early-Modern societies and civilizations throughout the world.
- 6-9.WH.1.8 Analyze different social classes and their impact on societies and civilizations throughout the world, including Ancient, Middle Age, and Early-Modern.
- 6-9.WH.1.9 Explain the relationship between religion and belief systems and people's understanding of the natural world.
- 6-9.WH.1.10 Explain how religion and belief systems shaped the development of civilizations.
- 6-9.WH.1.11 Discuss how religion, belief systems, economics, and politics influenced social behavior and were used to maintain social order.
- 6-9.WH.1.12 Examine why the diversity of religion and belief systems across cultural, social, political, and economic institutions have been sources of conflict.
- 6-9.WH.2.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.
- 6-9.WH.2.2 Identify the main reasons for major migrations of people.
- 6-9.WH.2.3 Explain how climate affects human migration and settlement.
- 6-9.WH.2.4 Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.
- 6-9.WH.2.5 Explain how transportation routes stimulate the growth of cities and the exchange of goods, knowledge, and technology.
- 6-9.WH.2.6 Explain the impact of waterways on civilizations.
- 6-9.WH.2.7 Explain how the resources of an area can be the source of conflict between competing groups.
- 6-9.WH.2.8 Illustrate how the population growth rate impacts a nation's resources.
- 6-9.WH.2.9 Explain how the rapid growth of cities can lead to economic, social, political, and technological problems and innovations.
- 6-9.WH.2.10 Describe why the conservation of resources is necessary to maintain a healthy environment.
- 6-9.WH.3.1 Explain how people historically relied on their natural resources to meet their needs.
- 6-9.WH.3.2 Describe examples that show how economic opportunity and a higher standard of living are important factors in human migration.
- 6-9.WH.3.3 Analyze the role of money and alternative means of exchange.
- 6-9.WH.3.4 Analyze the impact of economic growth on society.
- 6-9.WH.3.5 Identify influential economic thinkers and the impact of their philosophies.
- 6-9.WH.4.1 Describe the role of government in historical human migration, such as push and pull factors.
- 6-9.WH.4.2 Analyze the various political systems that shaped civilizations throughout the world, including the City-State, Monarchy, Republic, Nation-State, or Democracy.
- 6-9.WH.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements.
- 6-9.WH.5.1 Explain the political, economic, religious, or cultural causes of conflicts in various civilizations and their consequences.
- 6-9.WH.5.3 Explain why people unite for political, economic, and humanitarian reasons.
- 6-9.WH.6.1 Synthesize evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and/ or images to interpret historical events.
- 6-9.WH.6.2 Determine and explain the cause and effect of historical events or developments.
- 6-9.WH.6.3 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 6-9.WH.6.4 Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 6-9.WH.6.5 Analyze the context of historical events to determine the motivations of people in those events.



Grading



Grading: Grades will be assigned based on the following scale:

- ★ A (93–100), A– (90–92)
- ★ B+ (86–89), B (83–85), B– (80–82)
- ★ C+ (76–79), C (73–75), C– (70–72)
- ★ D+ (66–69), D (63–65), D– (60–62)
- ★ F (below 60).

Grades in this course are weighted?

- ☐ Yes
- ☒ No

Other Information



Qmlativ

- ☐ Qmlativ will be updated on a regular basis - parent/guardians and students should check this on a regular basis for grade updates
- ☐ If an assignment shows missing - please discuss with teacher



Google Classroom

- ☐ Students will receive a code for the Google Classroom version for their class
- ☐ Google Classroom will be used during the year for certain assignments



Late Work

- ☐ All late work will be accepted as long as it is turned in before the end of the quarter. Once the quarter ends - all missing/late work is due.



Behavior & Consequences

- ☐ Students are expected to be ready to work, willing to participate and not take away from the educational experience of others.
- ☐ Warnings, refocus timeouts, lunch detentions, and office referrals may be used if necessary

Other Information Continued



NO PHONES

- ☐ Chromebooks will provide any technological assistance students may require
- ☐ Phones are **not permitted** for use in class, and should be kept in student locker or in their pocket
- ☐ This includes airpods in ears during class activities - no earbuds allowed
- ☐ **No warnings** will be given - **if the phone is seen, it will be taken**
- ☐ If phone use becomes an issue, it will find a permanent home on Mr. Anderson's' desk or in the front office



Food/Drinks

- ☐ Water is the only beverage allowed in the classroom
- ☐ Students may have fruits or vegetables for a snack
- ☐ Students must clean up after themselves to keep these privileges



Plagiarism

- ☐ Students are expected to turn in original work - plagiarism will not be tolerated.
- ☐ Any assignments that are copied from the Internet or copied off other students will result in a zero on the assignment. In addition, if copying off another student - both students will receive a zero.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

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- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: Coding Coding class allows students to build and problem solve using Block-based coding, Javascript and Python. Students will evaluate code sequences that include variables, conditions, loops, data structures. Using logic to determine which concepts are the most efficient methods of coding while developing file storage strategies that best meet the needs of large projects.	Teacher name and contact information: Daniel Soeland daniel.soeland@sd273.com
Suggested student supplies: Pencil Paper	
Board-approved curriculum and supplemental resources: Code.org Khan Academy Arduino Uno This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use. If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.	
Standards covered: 6-8.CT.1.1 Apply troubleshooting strategies for solving hardware and software problems. 6-8.CT.1.2 Compare and contrast the ways that humans and machines process instructions and sense the world. 6-8.CT.1.3 Navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies. 6-8.CT.1.4 Select appropriate platforms and tools to create, share and communicate their work effectively. 6-8.CT.2.2 Justify the selection of the data, collection, and analysis needed to answer a question.	

6-8.CT.2.3 Demonstrate that data collection is used to make recommendations to influence decisions as well as predict behavior.

6-8.CT.2.6 Apply problem solving techniques by computing for data analysis, modeling or algorithmic thinking.

6-8.CT.5.1 Compare different algorithms that may be used to solve the same problem.

6-8.CT.5.3 Apply an iterative design process (define the problem, generate ideas, build, test, and improve solutions) in problem solving.

6-8.CT.5.4 Create, analyze, and modify control structures (if-else statements, switch-case statements, looping, etc.) to create programming solutions.

6-8.CT.5.5 Predict the outcome of an algorithm and then step through it to verify your predictions.

6-8.CT.5.6 Decompose a problem into sub- problems and demonstrate how the parts can be incorporated to create a solution.

6-8.CT.5.7 Use debugging and testing to remove errors and improve program quality.

6-8.CT.5.8 Break problems into component parts, identify key pieces and use that information to problem solve.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

Technology Classroom Rules

1. Respect Others.
2. Respect Technology.
3. Respect Procedure.
4. Respect Time.
5. Respect the Room.

Late Work/Missing Work: PFMS policy states that for every day a student is absent they have that amount of time to make up the assignment.

Cell Phones/Personal Electronics:

PFSD and PFMS do not allow usage of personal electronics in class. This includes, but not limited to, cell phones, smart devices (watches, glasses, etc.), headphones or personal computers. Enforcement of this policy will be carried out as stated in school documentation.

Leave it at home, in your locker, or in your bag.

Thank you for taking the time to read this information. Keep the previous pages handy for reference. I look forward to getting to know you and your child this year.

Return this page to your teacher.

Student Name: _____

Course:

Coding

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
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Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus



Post Falls Middle School

Ms. Comack

kathleen.comack-patzer@sd273.com

208-779-7554

2026-2027 School Year



6th Grade Science Course Description

Welcome to 6th grade science with Ms. Comack! Our goal for 6th grade science this year is to provide students with a deeper conceptual understanding in multiple science disciplines, and experience hands-on lab activities where students will ask questions, share new ideas with one another, and practice scientific methods, processes and procedures.



Suggested Supplies

- Pencils
- Scissors
- Glue Stick
- Folder (within your binder) dedicated to science



Board Approved Curriculum and Supplemental Resources

- Elevate Science - Course 1
- Savvas Realize: Elevate Science, Course 1 Digital Component
- Foss Science Resources - Earth History 2nd Edition

Standards Covered

MS-PS-1 – Matter and Its Interactions

MS-PS-1.1 Students who demonstrate understanding can: Develop models to describe the atomic composition of simple molecules.

MS-PS-1.4 Students who demonstrate understanding can: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

MS-PS-1.5 Students who demonstrate understanding can: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

MS-PS-2 – Motion and Stability: Forces and Interactions

MS-PS-2.1 Students who demonstrate understanding can: Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

MS-PS-2.2 Students who demonstrate understanding can: Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

MS-PS-3 – Energy

MS-PS-3.1 Students who demonstrate understanding can: Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

MS-PS-3.4 Students who demonstrate understanding can: Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

MS-PS-3.5 Students who demonstrate understanding can: Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

MS-ESS-2 – Earth's Systems

MS-ESS-2.1 Students who demonstrate understanding can: Develop a model to describe the cycling of Earth's materials and the internal and external flows of energy that drive the rock cycle processes.

MS-ESS-2.2 Students who demonstrate understanding can: Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

MS-ESS-2.3 Students who demonstrate understanding can: Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

MS-ESS-2.4 Students who demonstrate understanding can: Develop a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity.

MS-ESS-2.5 Students who demonstrate understanding can: Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

MS-ESS-2.6 Students who demonstrate understanding can: Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

MS-ESS-3 – Earth and Human Activity

MS-ESS-3.1 Students who demonstrate understanding can: Construct a scientific explanation based on evidence for how Earth's mineral, energy, and groundwater resources are unevenly distributed as a result of past and current geologic processes.

MS-ESS-3.4 Students who demonstrate understanding can: Construct an argument based on evidence for how changes in human population and per-capita consumption of natural resources positively and negatively affect Earth's systems.

Post Falls School District Course Syllabus

Post Falls Middle School 6th Grade Science

Grading

Grades will be assigned based on the following scale:

A (93–100)	C (73–75)
A– (90–92)	C– (70–72)
B+ (86–89)	D+ (66–69)
B (83–85)	D (63–65)
B– (80–82)	D– (60–62)
C+ (76–79)	F (below 60)

Grades in this course are weighted:

☒ Yes

☐ No

If yes, grades are weighted as follows:

50 % Tests and Quizzes

50% Classwork, Labs, and Homework

Other

Information: Test Corrections

Tests are meant to demonstrate your understanding; with that in mind, test and quiz revisions are allowed, and must be accompanied by the appropriate form (at teacher discretion). Tests that have revisions must be turned in within 7 days of the student receiving the original corrected test. Quiz revisions can no longer be accepted after the start of a new unit.

Other Information: Late Work

Students who have been in class and have not been absent have two weeks from the original due date to get late work turned in. Late work is accepted up until this point, but is graded at a 50% late percentage. Assignments after the two week window will not be accepted, and will be entered in as a zero.

Other Information: Hall + Bathroom Passes AND Checking Grades

Each student is allotted five passes per quarter to use across all classes. These passes are tracked in the student's agenda. Unused passes can be used towards extra credit at the end of each quarter.

Grades will be added to Qmlativ (Skyward) each week - *please check your students grades regularly.*

Other Information: Cell Phones and Headphones

In accordance with the building policy, cell phones and headphones are not allowed in the classroom. If headphones are needed, Ms. Comack will provide you with a pair from the class set. Students caught with headphones/cellphones during class will receive a warning on the first offense, a lunch detention on the second with parent notification.

Return This Page to Your Teacher

Student Name: _____

Course: 6TH Grade Science - Ms. Comack

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____

Date: _____



Post Falls School District Course Syllabus

School: Post Falls Middle School

3rd Period



Course title and description: Life Sports Post Falls Middle School physical education strives to maintain an activity based program while teaching lifelong fitness in a safe and enjoyable environment.	Teacher name and contact information: Mr. Adam Schwaderer adam.schwaderer@sd273.com 208-773-7554 Google Classroom Code: 4xqcojw
Suggested student supplies: Locker rooms are available to those that would like to use them for dressing down. Therefore, changing into athletic clothes is optional. Our definition of athletic attire is a t-shirt, athletic shorts (dress code length), or athletic pants with a shirt that is finger length and tennis shoes. All students must have appropriate footwear for being active. No boots, sandals, Crocs, or slippers allowed!	
Board-approved curriculum and supplemental resources: Resources for Better Schools: Academic Learning Packets for Physical Education (2005) This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use. If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.	
Standards covered: 6-8.PE.1.1.1 Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training). 6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity. 6-8.PE.1.1.3 Demonstrate movement tactics and strategies that can be applied to a variety of physical activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training). 6-8.PE.2.1.1 Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, dance, outdoor activities, outdoor ethics, fitness (e.g., transition from offense to defense, shortest distance, angles of interception). 6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe the purpose behind the mechanics and range of motion required in various physical activities). 6-8.PE.2.1.3 Apply external feedback to guide and improve performance (e.g., use videos to refine skills, utilize verbal feedback to improve performance). 6-8.PE.3.1.1 Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by evidence-based measures (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component). 6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination,	

balance, power, reaction time, and speed (e.g., resistance training techniques, combatives training, sprint starts, vertical/ starts, vertical/standing jump, Pilates, sports performance).

6-8.PE.3.1.3 Participate in a variety of developmentally appropriate health and skill-related fitness activities in diverse settings including school, home, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance).

6-8.PE.4.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g., participate within the rules of an activity, display good sportsmanship, practice self-control).

6-8.PE.4.1.3 Work independently and in groups to achieve goals in competitive and cooperative settings (e.g., identify ways to relieve stress, develop team goals, practice for competition, participate in sport education, adventure activities, and/or challenge activities).

6-8.PE.4.1.4 Appreciate and include other people of diverse characteristics and backgrounds during physical activity (e.g., invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, participate in cultural activities/projects, and/or peer mentoring).

6-8.PE.4.1.5 Recognize the role of physical activity in influencing personal and social behavior (e.g., identify positive and negative behaviors of sport figures, develop leadership skills, take responsibility for actions, recognize the importance of individual roles in group activities).

6-8.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity achieving target heart rate zone a minimum of 50% of the lesson time (e.g., heart rate assessment, time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute).

6-8.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within the public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks).

6-8.PE.5.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, sports camps/lessons, fitness club membership, camping).

6-8.PE.5.1.4 Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Other Information:

Grades will be determined through a combination of participation, skill development, written work, and fitness testing. The following is a breakdown of our grading policy.

- Five (5) pts. Will be awarded daily to students that actively participate and display appropriate behavior. In a four day school week 20 points are available.
- Zero points will be awarded to students who refuse to participate. Students removed from activities due to poor sportsmanship or attitude will also lose points on that day.
- Two (2) points will be taken away daily for not having correct shoes.
- Zero points will be awarded to students who are not in class for that day. Make-up points will be awarded to students with excused absences who bring in written work related to any type of physical activity. Life Sports is a participation based class and students will need to make up the class they missed. All written work is due within the quarter. You can access missed PE forms or absent sheets on google classroom or outside Mr. Pines office.
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- We will fitness test 3 times a semester. Students will be graded on healthy standing and growth

- Students that sit out due to illness or injury will be required to complete written assignments or an alternative assignment as determined by the teacher, in order to receive their five (5) points for the day.
- If cell phones are seen during class, students will lose 2 points. Students will have to turn in their phone to their teacher for the class period. If cell phones become a problem, students will have to leave their phone in the office daily.

Policies: Students will be allowed to sit out of PE/Life Sports due to injury or illness for two consecutive days with a parent note. Anything longer than two days will require a note from a doctor. **NO GLASS OR FOOD** allowed! Please maintain healthy hygiene habits. **Whether students change for life sports or not, it is expected that they fully participate.**

As a physical education department we often have students in need of hygienic supplies. Throughout the semester we will be accepting donations of any new, unopened items. **Donations are not required**, but anything you can provide to our students would be very helpful and appreciated.

Items most often needed:

- Hair ties
- Deodorant
- Band-aids
- Athletic Shoes
- Feminine Products

If you choose to donate, please have your student bring it to their teacher instead of the main office. Let us know if you have any questions.

Thanks from the PFMS PE Department,

Adam Schwaderer

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

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Parent/Guardian Acknowledgment

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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Return This Page To Your Teacher
Mr. Schwaderer



Post Falls School District Course Syllabus

School: Post Falls Middle School

2nd Period



Course title and description: Physical Education Post Falls Middle School physical education strives to maintain an activity based program while teaching lifelong fitness in a safe and enjoyable environment.	Teacher name and contact information: Mr. Adam Schwaderer adam.schwaderer@sd273.com 208-773-7554 Google Classroom Code: 7fkro26
Suggested student supplies: Locker rooms are available to those that would like to use them for dressing down. Therefore, changing into athletic clothes is optional. Our definition of athletic attire is a t-shirt, athletic shorts (dress code length), or athletic pants with a shirt that is finger length and tennis shoes. All students must have appropriate footwear for being active. No boots, sandals, Crocs, or slippers allowed!	
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Grades in this course are weighted:

Yes

No

Other Information:

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Thanks from the PFMS PE Department,

Adam Schwaderer

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Student Name: _____

Course: _____

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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Return This Page To Your Teacher
Mr. Schwaderer



Post Falls School District Course Syllabus

School: Post Falls Middle School

6th Period



Course title and description: Physical Education Post Falls Middle School physical education strives to maintain an activity based program while teaching lifelong fitness in a safe and enjoyable environment.	Teacher name and contact information: Mr. Adam Schwaderer adam.schwaderer@sd273.com 208-773-7554 Google Classroom Code: ww3hxgg
Suggested student supplies: Locker rooms are available to those that would like to use them for dressing down. Therefore, changing into athletic clothes is optional. Our definition of athletic attire is a t-shirt, athletic shorts (dress code length), or athletic pants with a shirt that is finger length and tennis shoes. All students must have appropriate footwear for being active. No boots, sandals, Crocs, or slippers allowed!	
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Adam Schwaderer

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Student Name: _____

Course: _____

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Parent/Guardian Acknowledgment

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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Return This Page To Your Teacher
Mr. Schwaderer



Post Falls School District Course Syllabus

School: Post Falls Middle School

4th Period



Course title and description:

Weights:

Post Falls Middle School physical education strives to maintain an activity based program while teaching lifelong fitness in a safe and enjoyable environment.

Weights at Post Falls Middle School requires students to complete muscular endurance based lifts. Safety is our number one priority. Students will not be allowed to lift weights at a dangerous amount.

Teacher name and contact information:

Mr. Adam Schwaderer

adam.schwaderer@sd273.com

208-773-7554

Google Classroom Code: 325v4ye

Suggested student supplies:

Locker rooms are available to those that would like to use them for dressing down. Therefore, changing into athletic clothes is optional. Our definition of athletic attire is a t-shirt, athletic shorts (dress code length), or athletic pants with a shirt that is finger length and tennis shoes. All students must have appropriate footwear for being active. No boots, sandals, Crocs, or slippers allowed!

Board-approved curriculum and supplemental resources:

Weights Safety Videos (Please see google classroom)

Resources for Better Schools: Academic Learning Packets for Physical Education (2005)

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

6-8.PE.1.1.1 Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training).

6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity.

6-8.PE.1.1.3 Demonstrate movement tactics and strategies that can be applied to a variety of physical activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training).

6-8.PE.2.1.1 Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, dance, outdoor activities, outdoor ethics, fitness (e.g., transition from offense to defense, shortest distance, angles of interception).

6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe the purpose behind the mechanics and range of motion required in various physical activities).

6-8.PE.2.1.3 Apply external feedback to guide and improve performance (e.g., use videos to refine skills, utilize

verbal feedback to improve performance).

6-8.PE.3.1.1 Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by evidence-based measures (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).

6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g., resistance training techniques, combatives training, sprint starts, vertical/ starts, vertical/standing jump, Pilates, sports performance).

6-8.PE.3.1.3 Participate in a variety of developmentally appropriate health and skill-related fitness activities in diverse settings including school, home, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance).

6-8.PE.3.1.4 Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion).

6-8.PE.3.1.5 Apply basic principles and types of training to improve fitness goals (e.g., FITT principle, progression, specificity, rest and recovery, overload, regularity, interval training, Fartlek, circuit training, resistance training).

6-8.PE.4.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g., participate within the rules of an activity, display good sportspersonship, practice self-control).

6-8.PE.4.1.3 Work independently and in groups to achieve goals in competitive and cooperative settings (e.g., identify ways to relieve stress, develop team goals, practice for competition, participate in sport education, adventure activities, and/or challenge activities).

6-8.PE.4.1.4 Appreciate and include other people of diverse characteristics and backgrounds during physical activity (e.g., invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, participate in cultural activities/projects, and/or peer mentoring).

6-8.PE.4.1.5 Recognize the role of physical activity in influencing personal and social behavior (e.g., identify positive and negative behaviors of sport figures, develop leadership skills, take responsibility for actions, recognize the importance of individual roles in group activities).

6-8.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity achieving target heart rate zone a minimum of 50% of the lesson time (e.g., heart rate assessment, time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute).

6-8.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within the public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks).

6-8.PE.5.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, sports camps/lessons, fitness club membership, camping).

6-8.PE.5.1.4 Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

Other information:

Grades will be determined through a combination of participation, skill development, written work, and fitness testing. The following is a breakdown of our grading policy.

- Five (5) pts. Will be awarded daily to students that actively participate and display appropriate behavior. In a four day school week 20 points are available.
- Zero points will be awarded to students who refuse to participate. Students removed from activities due to poor sportsmanship or attitude will also lose points on that day.
- Two (2) points will be taken away daily for not having correct shoes.

- Zero points will be awarded to students who are not in class for that day. Make-up points will be awarded to students with excused absences who bring in written work related to any type of physical activity. Weights is a participation class and students will need to make up the workout they missed. All written work is due within the quarter. You can access missed PE forms or absent sheets on google classroom or outside Mr. Pines office.
- Two (2) points will be taken off for any unexcused tardy.
- We will fitness test 2 times a semester. Students will be graded on healthy standing and growth
- Students that sit out due to illness or injury will be required to complete written assignments or an alternative assignment as determined by the teacher, in order to receive their five (5) points for the day.
- If cell phones are seen during class, students will lose 2 points. Students will have to turn in their phone to their teacher for the class period. If cell phones become a problem, students will have to leave their phone in the office daily.

Policies: Students will be allowed to sit out of weights due to injury or illness for two consecutive days with a parent note. Anything longer than two days will require a note from a doctor. **NO GLASS OR FOOD** allowed! Please maintain healthy hygiene habits. **Whether students change for weights or not, it is expected that they participate fully in all weights activities.**

As a physical education department we often have students in need of hygienic supplies. Throughout the semester we will be accepting donations of any new, unopened items. **Donations are not required**, but anything you can provide to our students would be very helpful and appreciated.

Items most often needed:

- Hair ties
- Deodorant
- Band-aids
- Athletic Shoes
- Feminine Products

If you choose to donate, please have your student bring it to their teacher instead of the main office. Let us know if you have any questions.

Thanks from the PFMS PE Department,

Adam Schwaderer

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Return This Page To Your Teacher
Mr. Schwaderer

Course Title: 7th Grade Health

Description: This course focuses on developing skills for healthy decision-making and preventing risky behaviors centered around physical, social, and emotional health. The course covers core concepts including mental and emotional health, substance abuse, physical activity, and disease prevention.



Contact

- ☐ Mr. Derek Osborne
- ☐ Phone: 208-773-7554
- ☐ Email: derek.osborne@sd273.com
- ☐ Email is the best way to reach me



Suggested Student Supplies

These are items that you will use daily in class

- ☐ **Paper:** Loose-leaf preferable
- ☐ **Writing Utensil:** Pencil is preferable or black/blue pen
- ☐ **Binder:** Something to keep your work organized in
- ☐ **Colored pencils:** We do not use these every day but will use them a lot this year
- ☐ **Positive Mindset and EFFORT!**



Board-Approved Curriculum and Supplemental Resources

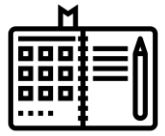


Glenco Teen Health Health Education Today

This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.

If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards Covered



- *Standard 1: Comprehend Core Concepts*
 - ◆ *Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.*
- *Standard 2: Analyzing Influences*
 - ◆ *Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.*
- *Standard 3: Accessing Information*
 - ◆ *Students will demonstrate the ability to access valid information, products, and services to enhance health.*
- *Standard 4: Interpersonal Communication*
 - ◆ *Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks*
- *Standard 5: Decision Making*
 - ◆ *Students will demonstrate the ability to use decision-making skills to enhance health.*
- *Standard 6: Goal Setting*
 - ◆ *Students will demonstrate the ability to use goal-setting skills to enhance health.*
- *Standard 7: Practice Healthy Behavior*
 - ◆ *Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*
- *Standard 8: Advocacy*
 - ◆ *Students will demonstrate the ability to advocate for personal, family, and community health*



Grading



Grading: Grades will be assigned based on the following scale:

- ★ A (93–100), A– (90–92)
- ★ B+ (86–89), B (83–85), B– (80–82)
- ★ C+ (76–79), C (73–75), C– (70–72)
- ★ D+ (66–69), D (63–65), D– (60–62)
- ★ F (below 60).

Grades in this course are weighted?

☐ Yes

☒ No

Other Information



Qmlativ

- ☐ Qmlativ will be updated on a regular basis - parent/guardians and students should check this on a regular basis for grade updates
- ☐ If an assignment shows missing - please discuss with teacher
 - ☐ An asterisk indicates that an assignment is not entered yet. A zero is missing.



Google Classroom

- ☐ Students will receive a code for the Google Classroom version for their class
- ☐ Check this for online versions of work assigned in class



Late Work

- ☐ All late work will be accepted as long as it is turned in before the end of the quarter.
- ☐ A last day for late work date will be posted in class. This usually a week before a quarter ends.



Behavior & Consequences

- ☐ Students are expected to be ready to work, willing to participate and not take away from the educational experience of others.
- ☐ Warnings, refocus timeouts, lunch detentions, and office referrals may be used if necessary.

Other Information Continued



NO PHONES

- ☐ Chromebooks will provide any technological assistance students may require
- ☐ Phones and earbuds are **not permitted** for use in class, and should be kept out of sight



- ☐ **No warnings** will be given - if the phone is being used, **it will be taken and parents will be notified**

Food/Drinks



- ☐ Water is the only beverage allowed in the classroom (no energy drinks)
- ☐ Students may bring a snack to eat during entry task time only
- ☐ Students must clean up after themselves to keep these privileges

Miscellaneous

- ☐ All assignments need to be turned in on time! Students are responsible for getting missed work, due to an absence. If a student forgets to do an assignment, forgets to turn it in, loses an assignment or simply finishes it late – they may still turn it in until the end of the quarter. (The last day for late work will be the week before the end of the quarter, and will be posted in class)
- ☐ I expect students to be in class on time and ready to work. As adults they cannot show up late or unprepared to work – so I will expect them to learn that this year. In addition, they are expected to behave according to proper PFMS societal norms. Any choices they make that deviate from this could result in discipline. Honesty and respect will get you far in this class

Return this page to Health Class.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- ☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- ☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: Spartan Garden 2026 Semester 1 There will be several areas of gardening that the students will explore this semester, but not limited to: Soil investigation Water quality Plant anatomy Weather and climate Composting Insects, pollinators, Native plant species Starting plants from seed Students will also be involved in researching plant growth and effective gardening practices.	Teacher name and contact information: Ron Simpson 208-773-7554 ron.simpson@sd273.com
Suggested student supplies: Folder Spiral Notebook Pen and Pencil Colored Pencils	
Board-approved curriculum and supplemental resources: This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use.	
Standards covered: MS-LS-2.1 Students who demonstrate understanding can: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. MS-LS-2.6 Students who demonstrate understanding can: Design and evaluate solutions for maintaining biodiversity and ecosystem services MS-ESS-3.3 Students who demonstrate understanding can: Apply scientific practices to design a method for monitoring human activity and increasing beneficial human influences on the environment. 6-8.CT.1.4 Select appropriate platforms and tools to create, share and communicate their work effectively. 6-8.CT.1.6 Communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.	

6-8.CT.3.8 Publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.

6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

Reading Comprehension Strand 7.RCText Complexity (TC) 1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band.

Nonfiction Text (NF) 6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. 6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

If yes, grades are weighted as follows:

- | | |
|-----|---|
| 25% | One to two research projects and presentations (oral and written) |
| 25% | Notebook entries, observation and class activities |
| 25% | Project design and presentation (project based activity) |
| 25% | Quizzes |

Other information:

Welcome to the Spartan Garden elective. Over the course of the several years I envisioned with several staff members at PFMS in creating an outdoor learning area for the students at our school. Over these school years the area slowly developed into what we see at this time, several raised garden beds, outdoor seating, tables, a raised deck, greenhouse, student projects, and workbenches. Please reach out if you would like to come in and help out in the garden area. Having community involvement is vital to the garden's success. If you have any experience or expertise in agriculture or gardening I would love your support.

Return this page to your teacher.
Ron Simpson
Spartan Garden Semester 1 - 2026

Student Name: _____

Course: Spartan Garden (elective)

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

English Language Arts 7

with Ms. Geibel

Units of Study

BOARD-APPROVED CURRICULUM AND SUPPLEMENTAL

RESOURCES: UNITS OF STUDY – HMH INTO LITERATURE 6-12

**Unit 5 – Game
Changer**

Unit 2 – Take Control

**Unit 3 – Space
Exploration**

Unit 4 – Nature

Other Information

Cell Phone Policy

It is school policy for students' not to have phones in class or hallways. Students are allowed to have their phones at the beginning and end of the day as well as lunch. If their phones are out without permission there is a three strike policy.

1- I keep till the end of class
2- I bring the phone to the office and they pick up at the end of the day.

3- Parents have to pick up the phone at the end of the day

Strikes 2 & 3 phone calls home

Expectations

Respect Teachers, Students, self, classroom and materials

Come prepared with materials and a positive attitude

Participate actively in discussions and activities

Follow all school rules and classroom procedures

Food & Drink Policy

Food – There is no food allowed in the classroom unless asked and given permission by the teacher.

Drinks – Drinks are allowed in the classroom as long as it has a lid. I please ask that there are no ENERGY DRINKS!

English Language Arts 7

with Ms. Geibel



Description

Students will focus on developing their reading, writing, speaking, and listening skills through a variety of texts and writing styles. They will engage with different genres such as novels, short stories, and poetry. Additionally, they will learn the structure of narrative, informative, and argumentative writing.

Materials Needed

- ☐ Folder
- ☐ Pack of pencils
- ☐ One or two Black Pens
- ☐ Readiness to learn
- ☐ A good attitude



Grading Policy

Grades will be assigned based on the following scale:

A(93-100), **A-**(90-92), **B+**(86-89), **B**(83-85), **B-**(80-82), **C+**(76-79), **C**(73-75), **C-**(70-72), **D+**(66-69), **D**(63-65), **D-**(60-62), and **F** (below 60)

Grades in this course are weighted:

- ☐ YES
- ☒ NO

Your grade will be based on the following categories that are scored off total points

- Classwork - Daily assignments
- Participation - Entry task, activities & group work participation
- Test/Quizzes - Entry task quizzes & ELA standard quizzes
- Finals - Informative, Argumentative and Narrative Essay, Group presentation, End of year Project

LATE WORK POLICY

Score is based on a 100 percent paper. 2 days late 80%, 4 days late 60%, 6 days late 50%, 8 days late is a zero. Will adjust based on reasonings!

Contact

If you have any questions, comments or concerns regarding your child please reach out!

Email: kiley.geibel@sd273.com

Phone: 1-208-773-7554 Ext 4013

Talking Points App



English Language Arts 7

with Ms. Geibel



RC.7.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

RC.7.5a. Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts.

RC.7.5b. Explain how particular elements of stories or dramas interact, including how the setting shapes the characters or plot.

RC.7.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

RC.7.6c. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas.

RC.7.6d. Trace the argument and specific claims in texts and assess whether the evidence is sufficient to support the claims.

VD.7.2d. Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images.

RS.7.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.

W.7.2. Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning, demonstrate a keen understanding of the topic or text, and provide a concluding section that follows from the argument presented.

W.7.3. Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

W.7.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

ODC.7.1. Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.

ODC.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

ODC.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

GC.7.1e. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.



English Language Arts 7

with Ms. Geibel



Return this page to your teacher.

Student Name (Please print clearly): _____

Course: _____ English Language Arts 7th Grade _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

☐ Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.

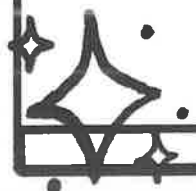
☐ No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____



Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: Graphic Design This is a project driven class that will focus on the use of Adobe Photoshop and Adobe Illustrator. It will challenge students by delving deep into the features of both programs while digitally designing a variety of projects.	Teacher name and contact information: Daniel Soeland daniel.soeland@sd273.com
Suggested student supplies: Pencils Paper	
Board-approved curriculum and supplemental resources: Adobe Illustrator Adobe Photoshop Adobe Animate Adobe Capture Adobe InDesign Google Education Suite Microsoft PowerPoint This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use. If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.	
Standards covered: 6-8.CT.1.3 - Navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies. 6-8.CT.1.4 - Select appropriate platforms and tools to create, share and communicate their work effectively. 6-8.CT.1.5 - Create original works or responsibly repurpose or remix other digital resources into new creative artifacts. 6-8.CT.1.6 - Communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc. 6-8.CT.2.1 - Compare and contrast the factors that affect quality and file size of stored data.	

6-8.CT.3.4 - Explore how computer science fosters innovation and enhances other careers and disciplines.

6-8.CT.3.6 - Manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.

6-8.CT.3.8 - Publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.

6-8.CT.3.9 - Apply digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

6-8.CT.5.3 - Apply an iterative design process (define the problem, generate ideas, build, test, and improve solutions) in problem solving.

6-8.CT.5.6 - Decompose a problem into sub- problems and demonstrate how the parts can be incorporated to create a solution.

6-8.CT.5.7 - Use debugging and testing to remove errors and improve program quality.

6-8.CT.5.8 - Break problems into component parts, identify key pieces and use that information to problem solve.

6-8.CT.5.9 - Select and use digital tools to support a design process; to identify constraints and trade-offs, and to weigh risks.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Other information:

Technology Classroom Rules

1. Respect Others.
2. Respect Technology.
3. Respect Procedure.
4. Respect Time.
5. Respect the Room.

Late Work/Missing Work: PFMS policy states that for every day a student is absent they have that amount of time to make up the assignment.

Cell Phones/Personal Electronics:

PFSD and PFMS do not allow usage of personal electronics in class. This includes, but not limited to, cell phones, smart devices (watches, glasses, etc.), headphones or personal computers. Enforcement of this policy will be carried out as stated in school documentation.

Leave it at home, in your locker, or in your bag.

Thank you for taking the time to read this information. Keep the previous pages handy for reference. I look forward to getting to know you and your child this year.

Return this page to your teacher.

Student Name: _____

Course:

Graphic Design

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: River City & Post Falls Middle Schools

Course title and description: Choir, at each middle school grade level, will be teaching students the core skills needed when singing. This includes vocal techniques, music theory (note reading), and sight-reading skills. Students learn physical basics like breath support, tone quality, and music literacy, while also creating a team environment. This environment is one that encourages musical appreciation, independent and interdependent learning, and an understanding of different cultures and their music.	Teacher name and contact information: My name is Makenzie Curtis, if you ever have any questions or concerns, please feel able to reach out. I can be reached by email at makenzie.curtis@sd273.com or call me at the school your child attends. I'd love to work together to help your child be successful in my classroom this year!
Suggested student supplies: School owned choir binders will be assigned at the beginning of the year to students in Concert Choir or Titanium. <u>Suggestions:</u> • A binder for 6th graders • A pencil (preferably one that stays in said binder) • A water bottle. ◦ There will be an assigned spot for water bottles if students like to leave one in the choir room. Please make sure they are identifiable. • Choir Concert Attire • All black clothing, more information will be given as the school year progress	
Board-approved curriculum and supplemental resources: • This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use. • Sight Reading Factory (a music theory website, teacher lead) - Teaches students to read music both in rhythm and solfege. • Assorted octavos of music (sheet music) from our choir library or bought for the library.	

Standards covered:

6-12.MU:GM.1.1 Create rhythmic, melodic, and harmonic phrases and accompaniments within various forms/structures

6-12.MU:GM.2.1 Apply appropriate criteria to self-evaluate and refine your original work.

6-12.MU:GM.2.2 Compare and contrast the elements of music.

6-12.MU:GM.2.3 Sightread rhythmic, melodic, and/or harmonic notation

6-12.MU:GM.3.1 Perform artistically a final version of original musical ideas to peers or an informal audience.

6-12.MU:GM.3.2 Demonstrate expressive qualities in contrasting pieces and make informed interpretive decisions that support the creator's intent.

6-12.MU:GM.4.1 Evaluate musical works and/or performances with personally developed criteria citing evidence from the elements of music.

6-12.MU:GM.4.2 Demonstrate decorum and audience etiquette appropriate for venue, purpose, context, and style.

6-12.MU:GM.5.1 Identify, compare, and contrast the context of music from a variety of genres, cultures, and historical periods.

6-12.MU:GM.5.2 Explain how relationships between music, other arts, and disciplines result in different musical/artistic effects.

L3.MU:E.1.1 Compose and/or improvise melodic and rhythmic ideas that reflect materials studied in rehearsal

L3.MU:E.1.2 Develop musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria with purpose.

L3.MU:E.1.3 Organize musical and/or rhythmic ideas based on knowledge, skill, and collaboratively developed criteria.

L3.MU:E.2.1 Apply music reading skills to materials learned in rehearsal.

L3.MU:E.3.1 Apply expressive qualities to a variety of musical repertoire in different contexts.

L3.MU:E.3.2 Demonstrate attention to technical accuracy in musical repertoire representing a variety of cultures, styles, and genres.

L3.MU:E.3.3 Demonstrate attention to expressive qualities in musical repertoire representing a variety of cultures, styles, and genres.

L3.MU:E.4.2 Justify the intent of musical works and performances using collaboratively developed criteria.

L3.MU:E.5.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

L3.MU:E.5.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grading:

A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

If yes, grades are weighted as follows:

Daily Work/Classwork/Participation - 25%;

Performance - 30%;

Skill growth/Tests/Quizzes - 25%;

Homework - 20%

Other information:**Required Concert Dates For All Choirs:**

- Veterans Day - In school assembly
- Holiday Concert - December 9th
- Summer Concert - June 9th

Titanium

- Extra performance opportunities may pop up throughout the year

All of these dates, with more information, will be sent out closer to those dates.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: 6th Grade Science Sixth-grade science offers an integrated overview of physics, earth science, and life science, covering topics like matter and energy, Earth's systems, weather patterns, and the classification of living things. This curriculum explores the relationships between different scientific concepts rather than studying them in isolation.	Teacher name and contact information Tiffany Moe I am available via email at tiffany.moe@sd273.com or by phone at (208) 773-7554. I aim to respond to all inquiries within 24 hours on school days.
Suggested student supplies: • Pencils (mechanical or #2 wooden) and erasers • A dedicated science folder • Spiral or composition notebook and pocket folder dedicated to science (preferably the same color as the folder) • Glue sticks	
Board-approved curriculum and supplemental resources: Savvas Elevate Science; Course 1	
Standards covered: MS-PS-1 – Matter and Its Interactions • MS-PS-1.3 Students who demonstrate understanding can: Construct a scientific explanation, based on evidence, to describe that synthetic materials come from natural resources. • MS-PS-1.4 Students who demonstrate understanding can: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. • MS-PS-1.5 Students who demonstrate understanding can: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. MS-PS-3 – Energy • MS-PS-3.3 Students who demonstrate understanding can: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. • MS-PS-3.5 Students who demonstrate understanding can: Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. ◦ Supporting Content PS3.B: Conservation of Energy and Energy Transfer • When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (MS-PS-3.5) MS-LS-1 – From Molecules to Organisms: Structure and Processes • MS-LS-1.1 Students who demonstrate understanding can: Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. • MS-LS-1.4 Students who demonstrate understanding can: Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.	

Grading:

Grades will be assigned based on the following scale:

- A (93–100), A– (90–92)
- B+ (86–89), B (83–85), B– (80–82)
- C+ (76–79), C (73–75), C– (70–72)
- D+ (66–69), D (63–65), D– (60–62)
- F (0–59).

Grades are weighted in this class as follows:

- Homework/Classwork 50%
- Assessments 50%

Classroom Expectations

- Be prepared: Come to class with your supplies, completed assignments, and a positive attitude.
- Be respectful: Treat your peers, your teacher, and classroom materials with care and consideration.
- Participate actively: Ask questions, engage in discussions, and give your best effort on all science tasks.
- Stay focused: Give your full attention to the lesson and avoid distractions during instructional time.

Homework policy

- Late work may be subject to a deduction of up to 50%. Most assignments are due the next school day. Students are generally provided class time to begin assignments; however, any work not completed in class should be finished at home and submitted at the start of the next school day.
- Classwork and homework will NOT be accepted after the Topic Assessment.

Assessment policy

- Ample time is provided for tests. If a student is unable to complete a test within the allotted time, they will have two additional days to finish it during lunch or another prearranged time. Beyond this window, the test will be graded as-is.
- Tests cannot be retaken; however, students can complete test corrections.
 - Acquire a test correction sheet from the classroom.
 - Fill out the form completely using all resources.
 - Turn in completed corrections within ONE WEEK of the test being returned to you. **NO EXCEPTIONS** on the time given for test corrections!

Make up Work Policy:

- In the event of an absence, students are responsible for catching up on missed work. Students are granted one additional day for each day of absence to turn in assignments.
 - The assignments are listed in Google Classroom and on a calendar in the classroom.
 - Most assignments will also be attached to Google Classroom and Qmlativ. If you have a printer, you are welcome to print them off at home if you are absent or the assignment is missing. Hard copies are available in the classroom until the day of the corresponding unit assessment.
- If you missed a test/quiz, you will need to make that up at lunch within **TWO** days of the absence or a zero will be entered in the gradebook.

Return this page to your teacher.

Mrs. Moe Science Room 303

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

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Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____



8th Grade

English Language Arts

Mrs. Morris

Course Description:

Students will build critical thinking skills and proficiency as they engage in a broad range of reading, writing, speaking, and research activities throughout the year.

Contact Information:

 lindsey.morris@sd273.com

 (208)-773-7554

Suggested Student Supplies:

- Binder
- Paper
- Pen/Pencil
- Highlighters
- Post-It Notes

Board-Approved Curriculum and Supplemental Resources:

HMH Into Literature, Grade 8

Independent Reading Student Choice (library)

Grading:

Grades will be assigned based on the following scale:

- A (93–100)
- A– (90–92)
- B+ (86–89)
- B (83–85)
- B– (80–82)
- C+ (76–79)
- C (73–75)
- C– (70–72)
- D+ (66–69)
- D (63–65)
- D– (60–62)
- F (below 60)

Grades in this course are weighted:

Yes

☒ No

If yes, grades are weighted as follows:



Standards Covered:

Idaho State Standards for Literacy (Grade 8):

- **RCS 5:** Use evidence from literature to demonstrate understanding of grade-level texts. 5a. Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes. 5b. Analyze how characters are revealed through particular lines of dialogue or events in literary texts. 5c. Analyze how authors structure texts to advance a plot, explaining how each event gives rise to the next or foreshadows a future event. 5d. Analyze how differences in the points of view of the characters and the audience or reader created with dramatic irony result in such effects as suspense or humor. 5e. Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.
- **RCS 6:** Use evidence from nonfiction works to demonstrate understanding of grade-level texts. 6a. Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts. 6b. Analyze how texts make connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 6c. Analyze the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining key concepts. 6d. Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced. 6e. Analyze cases in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **WS1:** Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
- **WS2:** Write arguments or make claims that support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made; demonstrate a nuanced understanding of the topic; and provide a concluding section that follows from and supports the argument presented.
- **WS3:** Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
- **WS4:** Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
- **VDS 1:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. 1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 1b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about mathematics, determine the meanings of the words percentile and perimeter). 1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning or its part of speech. 1d. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
- **VDS 2:** Determine how words and phrases provide meaning and nuance to texts. 2a. Interpret figurative language (e.g., verbal irony, puns) in context. 2b. Use the relationship between particular words (e.g., homonyms, person to location, object to use) to better understand each of the words. 2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., crowd versus mob, fired versus laid off). 2d. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RS 1:** Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.

Other Information:

Classroom Policies

- No cell phones will be allowed in class. Students should keep them put away at all times.
- Students may bring water bottles only. Other drinks will not be permitted nor will students be allowed to go to the water fountain during class.
- If students are hungry, they may quietly eat a snack as long as it doesn't cause distraction.
- Students may NOT apply perfumes, scented lotions, body sprays, or scented deodorants in class. We have many students with allergies and asthma, so we will keep our class as safe as possible for everyone.
- Students will not be permitted to use the bathroom during class time except in the event of an emergency. Bathrooms are very close to my classroom, so students should have plenty of time to go between classes.
- We may watch multiple historically based videos and clips that may contain mature content (re-enactments of crimes, war or war like images) and vocabulary. We may watch movies that are rated PG-13, including *A Monster Calls*, *Miss Peregrine's Home for Peculiar Children*, or *The Outsiders*. **If you do not feel comfortable having your child view these types of videos, please initial here _____.** Otherwise, your signature on this syllabus grants permission for your child to view these videos.

Student Work Expectations:

- Students should come to class prepared to work. This includes bringing the appropriate materials.
- Students should actively engage with the curriculum by paying attention and participating in discussion, activities, and note-taking.
- Students are expected to turn in work ON TIME.
- Students should always have a novel with them. This might be an independent reading choice or a class selection.
- Students should have a growth mindset.

Behavioral Expectations:

- The core behavioral expectation of our classroom is respect. Respect yourself, your peers, your teacher, the environment, and the learning.

I am so excited to have you in class and look forward to a phenomenal year! If you have any questions, let me know!

Return this page to your teacher.

Student Name: _____

Course: 8th Grade ELA- Mrs. Morris

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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Instructional content may include:

Basic understanding of human anatomy and the reproductive system

Information about abstinence

Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

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Parent/Guardian Signature: _____ Date: _____



8th Grade HONORS

English Language Arts

Mrs. Morris

Course Description:

Students will build critical thinking skills and proficiency as they engage in a broad range of reading, writing, speaking, and research activities throughout the year.

Contact Information:

 lindsey.morris@sd273.com

 (208)-773-7554

Suggested Student Supplies:

- Binder
- Paper
- Pen/Pencil
- Highlighters
- Post-It Notes

Board-Approved Curriculum and Supplemental Resources:

HMH Into Literature, Grade 8

Independent Reading Student Choice (library)

Grading:

Grades will be assigned based on the following scale:

- A (93–100)
- A– (90–92)
- B+ (86–89)
- B (83–85)
- B– (80–82)
- C+ (76–79)
- C (73–75)
- C– (70–72)
- D+ (66–69)
- D (63–65)
- D– (60–62)
- F (below 60)

Grades in this course are weighted:

Yes

☒ No

If yes, grades are weighted as follows:



Standards Covered:

Idaho State Standards for Literacy (Grade 8):

- **RCS 5:** Use evidence from literature to demonstrate understanding of grade-level texts. 5a. Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes. 5b. Analyze how characters are revealed through particular lines of dialogue or events in literary texts. 5c. Analyze how authors structure texts to advance a plot, explaining how each event gives rise to the next or foreshadows a future event. 5d. Analyze how differences in the points of view of the characters and the audience or reader created with dramatic irony result in such effects as suspense or humor. 5e. Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.
- **RCS 6:** Use evidence from nonfiction works to demonstrate understanding of grade-level texts. 6a. Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts. 6b. Analyze how texts make connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 6c. Analyze the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining key concepts. 6d. Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced. 6e. Analyze cases in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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- **VDS 2:** Determine how words and phrases provide meaning and nuance to texts. 2a. Interpret figurative language (e.g., verbal irony, puns) in context. 2b. Use the relationship between particular words (e.g., homonyms, person to location, object to use) to better understand each of the words. 2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., crowd versus mob, fired versus laid off). 2d. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RS 1:** Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.

Other Information:

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- No cell phones will be allowed in class. Students should keep them put away at all times.
- Students may bring water bottles only. Other drinks will not be permitted nor will students be allowed to go to the water fountain during class.
- If students are hungry, they may quietly eat a snack as long as it doesn't cause distraction.
- Students may NOT apply perfumes, scented lotions, body sprays, or scented deodorants in class. We have many students with allergies and asthma, so we will keep our class as safe as possible for everyone.
- Students will not be permitted to use the bathroom during class time except in the event of an emergency. Bathrooms are very close to my classroom, so students should have plenty of time to go between classes.
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- Students are expected to turn in work ON TIME.
- Students should always have a novel with them. This might be an independent reading choice or a class selection.
- Students should have a growth mindset.

Behavioral Expectations:

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I am so excited to have you in class and look forward to a phenomenal year! If you have any questions, let me know!

Return this page to your teacher.

Student Name: _____

Course: 8th Grade HONORS ELA- Mrs. Morris

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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Instructional content may include:

Basic understanding of human anatomy and the reproductive system

Information about abstinence

Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

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Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus (Keep)

School: Post Falls Middle School

Course title and description: <u>6th Grade Math</u> Sixth-grade math builds upon previous learning and introduces new concepts to prepare students for more advanced mathematics. Key areas include ratios and proportions, rational numbers, geometry, and algebraic expressions.	Teacher name and contact information: Nicole Natividad nicole.natividad@sd273.com 208-773-7554
Suggested student supplies: • Many pencils and erasers • Highlighters	
Board-approved curriculum and supplemental resources: • iReady workbook (provided-stays in class) • online iReady account	
Standards covered: • Ratios and Proportional Relationships 6.RP ◦ Understand ratio concepts and use ratio reasoning to solve problems. • The Number System 6.NS ◦ Apply and extend previous understandings of multiplication and division to divide fractions by fractions. ◦ Compute fluently with multi-digit numbers and find common factors and multiples. ◦ Apply and extend previous understandings of numbers to the system of rational numbers. • Expressions and Equations 6.EE ◦ Apply and extend previous understandings of arithmetic to algebraic expressions. ◦ Reason about and solve one-variable equations and inequalities. ◦ Represent and analyze quantitative relationships between dependent and independent variables. • Geometry 6.G ◦ Solve real-world and mathematical problems involving area, surface area, and volume. • Statistics and Probability 6.SP ◦ Develop understanding of statistical variability ◦ Summarize and describe distributions.	
Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60). Grades in this course use total points.	

Other information:

Classwork policies

- Classwork will NOT be accepted after the Topic Test.

Assessment policies

- Copious time is given on tests, however if the tests are not finished in class, students will have two days to finish during lunch or at another prearranged time. After that timeframe, the test will be graded as is.
- Tests cannot be retaken, however students can complete test corrections.
 - Students fix their errors on the original test, highlight the ones they fixed and turn it in.
 - Turn in completed corrections within ONE WEEK of the test being returned to you. NO EXCEPTIONS!

Make up Work Policy:

- If you are absent, YOU are responsible for the work you missed. You have one extra day for each day that you were absent.
 - Most assignments will be to Qmlativ (formally Skyward). If you have a printer, you are welcome to print them off at home if you are absent or the assignment is missing. Hard copies are available in the classroom until test day.
- If you missed a test/quiz you will need to make that up at lunch within TWO days of the absence or a zero will be entered in the gradebook.

Return this page to Mrs. Natividad room 209.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus (Keep)

School: Post Falls Middle School

Course title and description: <u>7th Grade Math</u> Seventh-grade math builds upon previous learning and introduces new concepts to prepare students for more advanced mathematics. Key areas include adding, subtracting, multiplying, and dividing negative integers.	Teacher name and contact information: Nicole Natividad nicole.natividad@sd273.com 208-773-7554
Suggested student supplies: • Many pencils and erasers • Highlighters	
Board-approved curriculum and supplemental resources: · iReady workbook (provided-stays in class) · online iReady account	
Standards covered: 7.RP.A. Analyze proportional relationships and use them to solve real-world and mathematical problems. 7.NS.A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. 7.EE.A. Use properties of operations to generate equivalent expressions. 7.EE.B. Solve real-life mathematical problems using numerical and algebraic expressions and equations. 7.G.A. Draw, construct, and describe geometrical figures and describe the relationships between them. 7.G.B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	
Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60). Grades in this course use total points.	

Other information:**Classwork policies**

- Classwork will NOT be accepted after the Topic Test.

Assessment policies

- Copious time is given on tests, however if the tests are not finished in class, students will have two days to finish during lunch or at another prearranged time. After that timeframe, the test will be graded as is.
- Tests cannot be retaken, however students can complete test corrections.
 - Students fix their errors on the original test, highlight the ones they fixed and turn it in.
 - Turn in completed corrections within ONE WEEK of the test being returned to you. NO EXCEPTIONS!

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- If you missed a test/quiz you will need to make that up at lunch within TWO days of the absence or a zero will be entered in the gradebook.

Return this page to Mrs. Natividad room 209.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____



Post Falls School District Course Syllabus

School: Post Falls Middle School



Course title and description: Physical Education/ Life Sports Post Falls Middle School physical education strives to maintain an activity based program while teaching lifelong fitness in a safe and enjoyable environment.	Teacher name and contact information: Mr. Vernon Sheldon Pine vernon.pine@sd273.com 208-773-7554 Google Classroom Code: 7mqe5tx
Suggested student supplies: Locker rooms are available to those that would like to use them for dressing down. Therefore, changing into athletic clothes is optional. Our definition of athletic attire is a t-shirt, athletic shorts (dress code length), or athletic pants with a shirt that is dress code compliant and tennis shoes. All students must have appropriate footwear for being active. No boots, sandals, Crocs, or slippers allowed!	
Board-approved curriculum and supplemental resources: This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use. If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.	
Standards covered: 6-8.PE.1.1.1 Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, outdoor activities, fitness, resistance training). 6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity. 6-8.PE.1.1.3 Demonstrate movement tactics and strategies that can be applied to a variety of physical activities 6-8.PE.2.1.1 Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, outdoor activities, outdoor ethics, fitness (e.g., transition from offense to defense, shortest distance, angles of interception). 6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe the purpose behind the mechanics and range of motion required in various physical activities). 6-8.PE.2.1.3 Apply external feedback to guide and improve performance (e.g., use videos to refine skills, utilize verbal feedback to improve performance). 6-8.PE.3.1.1 Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining contemporary fitness standards as defined by evidence-based measures (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component). 6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed. 6-8.PE.3.1.3 Participate in a variety of developmentally appropriate health and skill related fitness activities in diverse settings including school, home, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs). 6-8.PE.4.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in	

physical activities (e.g., participate within the rules of an activity, display good sportsmanship, practice self-control).
6-8.PE.4.1.3 Work independently and in groups to achieve goals in competitive and cooperative settings (e.g., identify ways to relieve stress, develop team goals, practice for competition, participate in sport education, adventure activities, and/or challenge activities).

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6-8.PE.4.1.5 Recognize the role of physical activity in influencing personal and social behavior (e.g., identify positive and negative behaviors of sport figures, develop leadership skills, take responsibility for actions, recognize the importance of individual roles in group activities).

6-8.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity achieving target heart rate zone a minimum of 50% of the lesson time (e.g., heart rate assessment, time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute).

6-8.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within the public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks).

6-8.PE.5.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, and community.

6-8.PE.5.1.4 Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Other Information:

Google Classroom Code: **7mqe5tx**

Grades will be determined through a combination of participation, skill development, written work, and fitness testing. The following is a breakdown of our grading policy.

- Five (5) pts. Will be awarded daily to students that actively participate and display appropriate behavior. In a four day school week 20 points are available.
- Zero points will be awarded to students who refuse to participate. Students removed from activities due to poor sportsmanship or attitude will also lose points on that day.
- Two (2) points will be taken away daily for not having correct shoes.
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- Two (2) points will be taken off for any unexcused tardy.
- We will be fitness testing at least 3 times a semester. Students will be graded on growth.
- Students that sit out due to illness or injury will be required to complete written assignments or an alternative assignment as determined by the teacher, in order to receive their five (5) points for the day.

- If cell phones are seen during class, students will lose 2 points. Students will have to turn in their phone to their teacher for the class period. If cell phones become a problem, students will have to leave their phone in the office daily.

Policies: Students will be allowed to sit out of Weights/PE/Life Sports due to injury or illness for two consecutive days with a parent note. Anything longer than two days will require a note from a doctor. **NO GLASS OR FOOD** allowed! Please maintain healthy hygiene habits. **Whether students change for PE or not, it is expected that they fully participate.**

As a physical education department we often have students in need of hygienic supplies. Throughout the semester we will be accepting donations of any new, unopened items. **Donations are not required**, but anything you can provide to our students would be very helpful and appreciated.

Items most often needed:

- Hair ties
- Deodorant
- Band-aids
- Athletic Shoes
- Feminine Products

If you choose to donate, please have your student bring it to their PE teacher instead of the main office. Let us know if you have any questions.

Thanks from the PFMS PE Department,

Vernon Sheldon Pine

Return this page to your teacher. (Mr. Pine)

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____



Post Falls School District Course Syllabus

School: Post Falls Middle School



Course title and description: Physical Education Post Falls Middle School physical education strives to maintain an activity based program while teaching lifelong fitness in a safe and enjoyable environment.	Teacher name and contact information: Mr. Vernon Sheldon Pine vernon.pine@sd273.com 208-773-7554 Google Classroom Code: vivcr6q
Suggested student supplies: Locker rooms are available to those that would like to use them for dressing down. Therefore, changing into athletic clothes is optional. Our definition of athletic attire is a t-shirt, athletic shorts (dress code length), or athletic pants with a shirt that is dress code compliant and tennis shoes. All students must have appropriate footwear for being active. No boots, sandals, Crocs, or slippers allowed!	
Board-approved curriculum and supplemental resources: This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use. If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.	
Standards covered: 6-8.PE.1.1.1 Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, outdoor activities, fitness, resistance training). 6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity. 6-8.PE.1.1.3 Demonstrate movement tactics and strategies that can be applied to a variety of physical activities 6-8.PE.2.1.1 Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, outdoor activities, outdoor ethics, fitness (e.g., transition from offense to defense, shortest distance, angles of interception). 6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe the purpose behind the mechanics and range of motion required in various physical activities). 6-8.PE.2.1.3 Apply external feedback to guide and improve performance (e.g., use videos to refine skills, utilize verbal feedback to improve performance). 6-8.PE.3.1.1 Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining contemporary fitness standards as defined by evidence-based measures (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component). 6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed. 6-8.PE.3.1.3 Participate in a variety of developmentally appropriate health and skill related fitness activities in diverse settings including school, home, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs). 6-8.PE.4.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in	

physical activities (e.g., participate within the rules of an activity, display good sportsmanship, practice self-control).
6-8.PE.4.1.3 Work independently and in groups to achieve goals in competitive and cooperative settings (e.g., identify ways to relieve stress, develop team goals, practice for competition, participate in sport education, adventure activities, and/or challenge activities).

6-8.PE.4.1.4 Appreciate and include other people of diverse characteristics and backgrounds during physical activity (e.g., invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, participate in cultural activities/projects, and/or peer mentoring).

6-8.PE.4.1.5 Recognize the role of physical activity in influencing personal and social behavior (e.g., identify positive and negative behaviors of sport figures, develop leadership skills, take responsibility for actions, recognize the importance of individual roles in group activities).

6-8.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity achieving target heart rate zone a minimum of 50% of the lesson time (e.g., heart rate assessment, time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute).

6-8.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within the public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks).

6-8.PE.5.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, and community.

6-8.PE.5.1.4 Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Other Information:

Google Classroom Code: **vivcr6q**

Grades will be determined through a combination of participation, skill development, written work, and fitness testing. The following is a breakdown of our grading policy.

- Five (5) pts. Will be awarded daily to students that actively participate and display appropriate behavior. In a four day school week 20 points are available.
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- We will be fitness testing at least 3 times a semester. Students will be graded on growth.
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- If cell phones are seen during class, students will lose 2 points. Students will have to turn in their phone to their teacher for the class period. If cell phones become a problem, students will have to leave their phone in the office daily.

Policies: Students will be allowed to sit out of Weights/PE/Life Sports due to injury or illness for two consecutive days with a parent note. Anything longer than two days will require a note from a doctor. **NO GLASS OR FOOD** allowed! Please maintain healthy hygiene habits. **Whether students change for PE or not, it is expected that they fully participate.**

As a physical education department we often have students in need of hygienic supplies. Throughout the semester we will be accepting donations of any new, unopened items. **Donations are not required**, but anything you can provide to our students would be very helpful and appreciated.

Items most often needed:

- Hair ties
- Deodorant
- Band-aids
- Athletic Shoes
- Feminine Products

If you choose to donate, please have your student bring it to their PE teacher instead of the main office. Let us know if you have any questions.

Thanks from the PFMS PE Department,

Vernon Sheldon Pine

Return this page to your teacher. (Mr. Pine)

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

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Parent/Guardian Acknowledgment

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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____



Post Falls School District Course Syllabus

School: Post Falls Middle School



Course title and description: Weights Post Falls Middle School physical education strives to maintain an activity based program while teaching lifelong fitness in a safe and enjoyable environment. Weights at Post Falls Middle School requires students to complete muscular endurance based lifts. Safety is our number one priority. Students will not be allowed to lift weights at a dangerous amount.	Teacher name and contact information: Mr. Vernon Sheldon Pine vernon.pine@sd273.com 208-773-7554 Google Classroom Code: 2olgy7u
Suggested student supplies: Locker rooms are available to those that would like to use them for dressing down. Therefore, changing into athletic clothes is optional. Our definition of athletic attire is a t-shirt, athletic shorts (dress code length), or athletic pants with a shirt that is dress code compliant and tennis shoes. All students must have appropriate footwear for being active. No boots, sandals, Crocs, or slippers allowed!	
Board-approved curriculum and supplemental resources: This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use. If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.	
Standards covered: 6-8.PE.1.1.1 Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, outdoor activities, fitness, resistance training). 6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity. 6-8.PE.1.1.3 Demonstrate movement tactics and strategies that can be applied to a variety of physical activities 6-8.PE.2.1.1 Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, outdoor activities, outdoor ethics, fitness (e.g., transition from offense to defense, shortest distance, angles of interception). 6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe the purpose behind the mechanics and range of motion required in various physical activities). 6-8.PE.2.1.3 Apply external feedback to guide and improve performance (e.g., use videos to refine skills, utilize verbal feedback to improve performance). 6-8.PE.3.1.1 Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining contemporary fitness standards as defined by evidence-based measures (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component). 6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination,	

balance, power, reaction time, and speed.

6-8.PE.3.1.3 Participate in a variety of developmentally appropriate health and skill related fitness activities in diverse settings including school, home, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs).

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6-8.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within the public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks).

6-8.PE.5.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, and community.

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Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Other Information:

Google Classroom Code: **2olgy7u**

Grades will be determined through a combination of participation, skill development, written work, and fitness testing. The following is a breakdown of our grading policy.

- Five (5) pts. Will be awarded daily to students that actively participate and display appropriate behavior. In a four day school week 20 points are available.
- Zero points will be awarded to students who refuse to participate. Students removed from activities due to poor sportsmanship or attitude will also lose points on that day.
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- We will be fitness testing at least 3 times a semester. Students will be graded on growth.
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- Hair ties
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- Athletic Shoes
- Feminine Products

If you choose to donate, please have your student bring it to their PE teacher instead of the main office. Let us know if you have any questions.

Thanks from the PFMS PE Department,

Vernon Sheldon Pine

Return this page to your teacher. (Mr. Pine)

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: Robotics For students interested in the design, engineering and programming of robots or and similar technical careers. Designed to explore the past, current, and future use of automation technology in industry and everyday use. Focuses heavily on prior knowledge from Science, Technology, Engineering, and Math (STEM) related courses. The students will receive a comprehensive overview of robotic systems and the subsystems that comprise them.	Teacher name and contact information: Daniel Soeland daniel.soeland@sd273.com
Suggested student supplies: Pencils Paper	
Board-approved curriculum and supplemental resources: Lego Robotics Tello Drone Sphero Edu Arduino Uno Drone Blocks Google Education Suite This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use. If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.	
Standards covered: 6–8.CT.1.1 - Apply troubleshooting strategies for solving hardware and software problems. 6–8.CT.1.2 - Compare and contrast the ways that humans and machines process instructions and sense the world. 6–8.CT.2.2 - Justify the selection of data, collection, and analysis needed to answer a question.	

6–8.CT.2.3 - Demonstrate that data collection is used to make recommendations, influence decisions, and predict behavior.

6–8.CT.2.6 - Apply problem-solving techniques using data analysis, modeling, or algorithmic thinking.

6–8.CT.3.2 - Find or organize data and use technology to analyze and represent it to solve problems and make decisions about trade-offs and risks.

6–8.CT.3.3 - Demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions.

6–8.CT.5.3 - Apply iterative design (define, build, test, improve).

6–8.CT.5.4 - Create, analyze, and modify control structures.

6–8.CT.5.7 - Use debugging/testing to improve program quality

6–8.CT.5.8 - Break problems into component parts to problem-solve.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Technology Classroom Rules

1. Respect Others.
2. Respect Technology.
3. Respect Procedure.
4. Respect Time.
5. Respect the Room.

Late Work/Missing Work: PFMS policy states that for every day a student is absent they have that amount of time to make up the assignment.

Cell Phones/Personal Electronics:

PFSD and PFMS do not allow usage of personal electronics in class. This includes, but not limited to, cell phones, smart devices (watches, glasses, etc.), headphones or personal computers. Enforcement of this policy will be carried out as stated in school documentation.

Leave it at home, in your locker, or in your bag.

Thank you for taking the time to read this information. Keep the previous pages handy for reference. I look

forward to getting to know you and your child this year.

Return this page to your teacher.

Student Name: _____

Course:

Robotics

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description:

Arts and Crafts is a one semester class that will involve a multitude of different types of projects that will include exploring with Paper Mache, illusions, line, color, perspective, macramé, watercolor, paint, etc.

Teacher name and contact information:

[Suzanne Courtney](#)
suzanne.courtney@sd273.com

Suggested student supplies:

***All supplies will be provided in class, but students can bring their own.**

Colored pencils, pencil, markers, ruler, glue, fine-tip black sharpie, sharpie, scissors, watercolor set, oil pastels, chalk pastels, colored markers, etc.

Board-approved curriculum and supplemental resources:

*This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use. If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

Arts and Crafts

Creating: Generate and conceptualize artistic ideas

Standard VA:Cr1.1.7: Combine concepts collaboratively and apply methods to generate innovative ideas for creating art.

Presenting: Interpret and share artistic work

Standard VA:Pr5.1.7: Develop a visual plan for presenting artwork, considering exhibit space and viewer needs.

Responding: Evaluate artistic work

Standard VA:Re9.1.7: Use criteria to evaluate artwork, including one's own and others'

Connecting: Relate artistic ideas and work with context

Standard VA:Cn11.1.7: Analyze how art reflects changing times, traditions, resources, and cultural uses.

6-8.VA.2.1 Develop skills with various materials, methods, and approaches in creating works of art or design.

6-8.VA.2.2 Apply visual organizational strategies to design and produce a work of art that communicates information or ideas.

6-8.VA.2.3 Reflect on whether artwork conveys the intended meaning and revise accordingly.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

If yes, grades are weighted as follows:

Other information:

Students must be able to access GOOGLE Classroom. They will be working on a computer at school and home (if necessary). If a student is absent, they can access what is missed on Google classroom. Assignments will be turned in class (hard copy) even if it is assigned on Google Classroom. I post "How To" videos for students to access so they can work individually at their own pace.

Grading: Students will be graded on the projects that they produce with the following in mind: craftsmanship, composition, comprehension, creativity, and sincere effort. Students will fill out a reflection paper on every project when they turn them in.

100% = Projects, participation, tests, and overall behavior and participation.

LATE WORK = Late work will only be accepted 2 weeks after the due date. Then it will be a zero in the gradebook. Students are told in class if they are missing work. **They must also be using Qmlative to access their grades every week.**

Rules: Each student will be expected to display correct safety and behavior in the classroom at all times. Students will never touch anyone else's artwork (you can show someone how to draw a horse but you can't draw it for them), touch or mark it in anger or just joking around. Do not destroy supplies or use supplies unless you are given permission. This classroom, like all classrooms, is a place of learning. In order to create and maintain a positive classroom environment each student will be expected to display correct safety and behavior in the classroom at all times. If problems continue or there is an incident that you should know about in class, the parents and/or guardian will be contacted by email or phone call.

Conduct for instructional time –

1. Be seated in your seat and ready for instruction when the bell rings.
2. Always raise your hand to talk and don't talk while others are talking.
3. Show respect and manners for your classmates and teacher by having appropriate behavior.
4. Put all supplies away and leave the classroom neat and clean.
5. **NO CELL PHONES or Earbuds ALLOWED IN CLASS...** The only times that phones can be out/used in the school will be before school, during lunch, or after school. *This is a school-wide rule. The teacher will document any and all times a student is caught with their cell phone in class and the parents/guardians will be notified. Students need to keep their phones out of sight. A cell phone pocket chart will be available for students to store their phones.
6. **Bathroom/Nurse:** Each student has 3 opportunities per quarter. You have before school, lunch, after school, and in-between classes = 10 opportunities every day to use the bathroom/go to the nurse.
7. You must work the entire class period. I will give the class 5-10 minutes to clean up.

Return this page to your teacher.

Student Name: _____

Course: **Arts and Crafts**

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: YOUNG LIVING

This is a one semester course. In this course you will learn many essential life skills that will help you better understand yourself and make good choices now and later in life. This class will cover the following topics: finance, cooking, sewing, career research, and child care.

Teacher name and contact information:

[Suzanne Courtney](#)

suzanne.courtney@sd273.com

Suggested student supplies:

Pencil, pen, binder, calculator (will also be provided in class)

Sewing Unit: All supplies will be provided in class, but students have the option to bring their own fabric, embroidery thread, embroidery hoop.

Board-approved curriculum and supplemental resources:

Resources: Today's Teen (adapted for Google Classroom) Exploring Careers, Relating to Children, Working in the Kitchen. Banzai (online financial literacy for middle school) Banking, Budgeting, Real Life Scenarios, etc.

*This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use. If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.

Standards covered:

Finance Unit

Standard 2.1: Analyze the pros and cons of different payment methods and understand the basics of credit.

2.1.1: Compare different payment methods (e.g., cash, debit card, credit card) for various purchases.

2.1.2: Define what a credit score is and explain how building good credit can benefit an individual.

2.1.3: Identify the consequences of not repaying debt, such as higher interest rates and a lower credit score

Analyze factors in guiding development of long-term financial management plans.

3.3.2 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources for a variety of diverse populations.

3.3.3 Analyze the effect of consumer credit on short and long-term financial planning.

3.3.4 Compare investment and savings alternatives.

3.3.8 Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.

Career Unit

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

1.1.1 Summarize local and global policies, issues, and trends in workplace, community, and family dynamics that affect individuals and families.

1.1.4 Analyze potential effects of various career path decisions on balancing work and family

1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

1.2.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.

1.2.2 Demonstrate job seeking and job keeping skills.

Childcare Unit

4.4 Demonstrate a safe and healthy learning environment for children, youth and adults.

4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.

4.4.3 Implement strategies to teach health, safety, and sanitation habits.

4.4.4 Plan safe and healthy meals and snacks that meet USDA standards.

4.4.7 Demonstrate security and emergency procedures.

Cooking

8.2 Demonstrate food safety and sanitation procedures.

8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups.

8.2.8 Analyze current types of cleaning and sanitizing materials for proper use.

- 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products.
8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
8.5.6-11 Prepare various sauces, fats, and oils, spices, appetizers, breads, baked goods and desserts, and batter products using safe handling and preparation techniques.

Sewing

Standard 1: Safety and equipment operation. Students will demonstrate safe procedures and proper handling of sewing equipment.

1.1: Demonstrate and explain safe use of all equipment, including scissors, seam rippers, pins, and the iron.

1.2: Adhere to all sewing machine safety rules, such as keeping hands away from the needle and stopping the machine before making adjustments.

Standard 2: Hand-sewing and repair techniques

Students will perform basic hand-stitching techniques and apply them to repair common clothing items.

2.1: Demonstrate how to create a running stitch, backstitch, and hem.

2.2: Successfully sew on a button.

2.3: Mend a simple seam with a hand stitch.

3.3: Choose and apply appropriate stitches for different design elements, such as using satin stitch for filling in shapes or backstitch for outlines.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

If yes, grades are weighted as follows:

Other information:

Students must be able to access GOOGLE Classroom. They will be working on a computer at school and home (if necessary). If a student is absent, they can access what is missed on Google classroom. Most assignments will be turned in class (hard copy) even if it is assigned on Google Classroom. If an assignment is posted on Google Classroom it will specifically say whether it needs to be turned in class or online. All hard copies are handed out in class.

LATE WORK = Late work will only be accepted 2 weeks after the due date. Then it will be a zero in the gradebook. Students are told in class if they are missing work. **They must also be using Qmlative to access their grades every week.**

Absences = When students are absent, they will need to make up the missing assignments at home.

Classroom Rules: This classroom, like all classrooms, is a place of learning. In order to create and maintain a positive classroom environment each student will be expected to display correct safety and behavior in the classroom at all times. If problems continue or there is an incident that you should know about in class, the parents and/or guardian will be contacted by email or phone call.

1. **Be seated in your seat and ready for instruction when the bell rings.**

Three tardies = lunch detention. Excessive tardies = office referral.

2. Always **raise your hand to talk** and don't talk while others are talking.
3. **Show respect and manners** for your classmates and teacher by having appropriate behavior and language. No foul language permitted.
4. **Put all supplies away** and leave the classroom neat and clean.
5. **NO CELL PHONES or Earbuds ALLOWED IN CLASS...** The only times that phones can be out/used in the school will be before school, during lunch, or after school. *This is a school-wide rule. The teacher will document any and all times a student is caught with their cell phone in class and the parents/guardians will be notified. Students need to keep their phones out of sight. A cell phone pocket chart will be available for students to store their phones.
6. **Bathroom/Nurse:** Each student has 3 opportunities per quarter to use the restroom. You have before school, lunch, after school, and in-between classes = 10 opportunities every day to use the bathroom/go to the nurse.
7. **WATER only is allowed in class.** Fill up your bottles during passing period –not during class.

Return this page to your teacher.

Student Name: _____

Course: **Young Living**

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: STEM 6 In this class students will integrate the STEM (Science, Technology, Engineering, and Math) fields through project based learning. Students will be engaged in frequent hands-on activities that encourage creativity and collaboration to solve problems.	Teacher name and contact information: Daniel Soeland daniel.soeland@sd273.com
Preparation for Class: Students will need to bring a <u>pencil</u> and <u>paper</u> to class every day. Most of the supplies will be provided, however, if a student is working on a project and chooses to bring something that is not provided, the student will be responsible for those supplies.	
Board-approved curriculum and supplemental resources: Google Education Suite TinkerCAD Bambu Studio Adobe Creative Suite Ozoblockly Canva This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use. If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.	
Standards covered: 6-8.CT.1.3 - Navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies. 6-8.CT.2.2 - Justify the selection of data, collection, and analysis needed to answer a question. 6-8.CT.2.3 - Demonstrate that data collection is used to make recommendations, influence decisions, and predict behavior. 6-8.CT.2.6 - Apply problem-solving techniques using data analysis, modeling, or algorithmic thinking. 6-8.CT.3.2 - Find or organize data and use technology to analyze and represent it to solve problems and make decisions about trade-offs and risks. 6-8.CT.5.2 Interpret, modify, and analyze content-specific models used to run simulations.	

6-8.CT.5.9 Select and use digital tools to support a design process; to identify constraints and trade-offs, and to weigh risks.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Technology Classroom Rules

1. Respect Others.
2. Respect Technology.
3. Respect Procedure.
4. Respect Time.
5. Respect the Room.

Late Work/Missing Work: PFMS policy states that for every day a student is absent they have that amount of time to make up the assignment.

Cell Phones/Personal Electronics:

PFSD and PFMS do not allow usage of personal electronics in class. This includes, but not limited to, cell phones, smart devices (watches, glasses, etc.), headphones or personal computers. Enforcement of this policy will be carried out as stated in school documentation.

Leave it at home, in your locker, or in your bag.

Thank you for taking the time to read this information. Keep the previous pages handy for reference. I look forward to getting to know you and your child this year.

Return this page to your teacher.

Student Name: _____

Course:

STEM 6

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: 6th Grade Social Studies In 6th grade, students will explore the geography of the Western Hemisphere including map skills and the 5 Themes of Geography.	Teacher name and contact information: Lori Stephens lori.stephens@sd273.com PFMS Phone: 208-773-7554
Suggested student supplies: pencils, pocket folder, loose leaf paper, glue stick, colored pencils, highlighters, scissors	
Board-approved curriculum and supplemental resources: Rand McNally Classroom Atlas 13th Edition Prentice Hall World Explorer Textbook: Pearson Education	
Standards covered: 6-9.WG.2.7 Identify the names and locations of countries and major cities in regions around the world. 6-9.WG.2.14 Give examples of how landforms, water, climate, and natural vegetation have influenced historical trends and developments in regions throughout the world. 6-9.WG.3.7 Investigate how physical geography, natural resources, specialization, and trade have influenced the way people meet their material needs. 6-9.G.WG.4.1 Identify the major forms of government in regions throughout the world and compare them with the government of the United States. 6-9.WG.6.2 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. 6-9.WG.6.3 Analyze visual and statistical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.	
Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60). Grades in this course are weighted: Yes No If yes, grades are weighted as follows: 50% Classwork; 50% Assessments	
Other information: - Late work will be accepted for up to 50% credit. - Students receive five hall passes per quarter. Unused passes may be used for extra credit.	

Return this page to your teacher.

Student Name: _____

Course: 6th Grade Social Studies

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

WELCOME TO

MS. TULLY'S 6TH-GRADE ELA CLASS



COURSE TITLE AND DESCRIPTION

6th GRADE ENGLISH & LANGUAGE ARTS:

This class is designed to help students become stronger, more confident readers, writers, and communicators. Students will explore a variety of fiction and nonfiction texts, learning to analyze them for deeper meaning and themes. The course emphasizes the Idaho Content Standards for English Language Arts/Literacy.

SUGGESTED STUDENT SUPPLIES

- LOTS of pencils and erasers
- 2 Composition notebooks dedicated to ELA
- Pocket folder dedicated to ELA
- Glue sticks
- Highlighters
- Colored Pencils
- Scissors



TEACHER NAME AND CONTACT INFORMATION

Ms. Audrey Tully
Teacher
Post Falls Middle School
audrey.tully@sd273.com
208.773.7554

GRADING

Grades will be assigned based on the following scale:

A (93-100), A- (90-92), B+ (86-89), B (83-85), B- (80-82), C+ (76-79), C (73-75), C- (70-72), D+ (66-69), D (63-65), D- (60-62), and F (below 60).

Grades in this course ARE WEIGHTED.

Grades are weighted as follows:

- 50% Tests/Quizzes
- 50% Classwork

OTHER INFORMATION

CELL PHONE POLICY:

- Students are allowed to use their cell phones BEFORE the morning bell, DURING lunch, and AFTER the afternoon bell. Phones are NOT allowed in the HALLWAYS.
 - In my classroom, if I SEE or HEAR a phone, I will take it and...
 - 1st TIME...I keep it until the end of the day. Student can come get it from me after school.
 - 2nd TIME...phone will go to the office and parent will have to pick it up.

If you need to contact your child during class time, please call the main office, and they will get a message to your child.

QMLATIV:

- Skyward is NOW QMLATIV. It is the online system used by PFMS where you and your student can access their current grades, assignments, attendance, teachers, etc.
- Please check it regularly.

HOMEWORK POLICY:

- It is the 6th-grade policy that ANY work turned in late can be deducted by up to 50%.
- Students (almost) always get class time to work on assignments, but if the assignment is not completed, it will need to be completed at home.
- Classwork and homework will NOT be accepted after the Unit Test.

MAKE-UP WORK POLICY:

- If you are absent, YOU are responsible for the work you missed. You have one extra day for each day that you are absent.
 - The assignments are listed in Google Classroom and on a calendar in the classroom.
 - Most assignments will also be attached to Google Classroom. If you have a printer, you are welcome to print them off at home. Hard copies are available in the classroom until test day.
- If you miss a TEST/QUIZ, you will need to make that up AT LUNCH within TWO days of the absence, or a zero will be entered into the gradebook.

QUIZ/TEST POLICY:

- Quizzes and tests CANNOT be retaken; however, students can complete TEST CORRECTIONS.
 - Acquire a test correction sheet from the classroom.
 - Fill out the form completely using ALL resources.
 - Turn in completed corrections within ONE WEEK of receiving the test back.



BOARD-APPROVED CURRICULUM AND SUPPLEMENTAL RESOURCES:
HMH Into Literature Grade 6

STANDARDS COVERED: GRADE 6

Reading Comprehension Strand:

6.RC | Text Complexity (TC)

6.RC1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

Volume of Reading to Build Knowledge (V)

6.RC2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

Textual Evidence (TE)

6.RC3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.

Reading Fluency (RF)

6.RC4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

Literature (L)

6.RC5. Use evidence from literature to demonstrate understanding of grade-level texts.

5a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts.

5b. Describe how characters respond or change as the plot moves toward a resolution.

5c. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.

5d. Explain how authors develop the point of view of the narrator or speaker in texts.

5e. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Nonfiction Text (NF):

6RC6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

6a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.

6b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.

6c. Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.

6d. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons from claims that are not.

6e. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Vocabulary Development Strand:

6.VD | Word Building (WB)

6.VD1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

1b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings on pioneers of space, determine the meanings of the words astronaut and nautical).

1c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.

1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6.VD2. Determine how words and phrases provide meaning and nuance to grade-level texts.

2a. Interpret figurative language (e.g., personification, idioms) in context.

2b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., house versus home, cheap versus affordable).

2d. Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).

Academic Vocabulary (AV)

6.VD3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

STANDARDS COVERED CONT'D.

Research Strand:

6.RS | Inquiry Process to Build, Present, and Use Knowledge (IP)

6.RS1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.

Deep Reading on Topics to Build Knowledge (DR)

6.RS2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world.

(These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

Writing Strand:

6.W | Range of Writing (RW)

6.W1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry etc.

6.W2. Write arguments that introduce and support a distinct point of view with relevant claims, evidence, and reasoning; demonstrate an understanding of the topic; and provide a concluding section that follows from the argument presented.

6.W3. Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.

6.W4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words, and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).

6.W5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable, are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.

6.W6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)

Handwriting and Keyboarding (HWK)

6.W7. Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Oral and Digital Communications Strand:

6.ODC | Oral Communications (OC)

6.ODC1. Engage in collaborative discussions about grade-level topics and texts with peers by following agreed-upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

6.ODC2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

6.ODC3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.ODC4. Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.

Digital Communications (DC)

6.ODC5. Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv) and the quality of evidence presented.

6.ODC6. Follow safety practices and ethical guidelines when gathering, sharing, and using information.

6.ODC7. Compare and contrast a written story to a digital version, contrasting what is "seen" and "heard" when reading the text with what is perceived when listened to or watched.

6.ODC8. Include digital components (e.g., graphics, images, music, sound) in presentations to clarify information.

Grammar and Conventions Strand:

6.GC | Grammar and Usage (GU)

6.GC1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.

1a. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

1b. Recognize that a word performs different functions according to its position in the sentence.

1c. Use pronouns correctly regarding case, number, and person, including intensive pronouns (e.g., myself, ourselves).

1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

1e. Recognize and correct inappropriate shifts in pronoun number and person.

1f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

1g. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

RETURN THIS PAGE TO:
MS. TULLY – ELA – RM 302

Student Name: _____

Course: _____

PARENT/GUARDIAN OPT-IN CONSENT (PER IDAHO CODE 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

INSTRUCTIONAL CONTENT MAY INCLUDE:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

PLEASE INDICATE YOUR PREFERENCE BELOW:

☐ YES, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.

☐ NO, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

PARENT/GUARDIAN ACKNOWLEDGMENT

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____

Date: _____

WELCOME TO

MS. TULLY'S 6TH-GRADE

SCIENCE CLASS



COURSE TITLE AND DESCRIPTION

6th GRADE SCIENCE:

Sixth-grade science offers an integrated overview of physics, earth science, and life science, covering topics like matter and energy, Earth's systems (like the rock cycle and water cycle), weather patterns, and the classification of living things. This curriculum explores the relationships between different scientific concepts rather than studying them in isolation.

SUGGESTED STUDENT SUPPLIES

- LOTS of pencils and erasers
- A spiral notebook dedicated to SCIENCE
- Pocket folder dedicated to SCIENCE
- Glue sticks
- Highlighters
- Colored Pencils
- Scissors



TEACHER NAME AND CONTACT INFORMATION

Ms. Audrey Tully
Teacher
Post Falls Middle School
audrey.tully@sd273.com
208.773.7554

GRADING

Grades will be assigned based on the following scale:

A (93-100), A- (90-92), B+ (86-89), B (83-85), B- (80-82), C+ (76-79), C (73-75), C- (70-72), D+ (66-69), D (63-65), D- (60-62), and F (below 60).

Grades in this course ARE WEIGHTED.

Grades are weighted as follows:

- 50% Tests/Quizzes
- 50% Classwork/Homework

OTHER INFORMATION

CELL PHONE POLICY:

- Students are allowed to use their cell phones BEFORE the morning bell, DURING lunch, and AFTER the afternoon bell. Phones are NOT allowed in the HALLWAYS.
- In my classroom, if I SEE or HEAR a phone, I will take it and...
 - 1st TIME...I keep it until the end of the day. Student can come get it from me after school.
 - 2nd TIME...phone will go to the office and parent will have to pick it up.
- If you need to contact your child during class time, please call the main office, and they will get a message to your child.



QMLATIV:

- Skyward is NOW QMLATIV. It is the online system used by PFMS where you and your student can access their current grades, assignments, attendance, teachers, etc.
- Please check it regularly.

HOMEWORK POLICY:

- In 6th grade, ANY work turned in late may be deducted by up to 50%.
- Students (almost) always have class time to work on assignments, but if they don't finish, they must complete it at home.
- Classwork and homework will NOT be accepted after the Unit Test.

MAKE-UP WORK POLICY:

- If you are absent, YOU are responsible for the work you missed. You have one extra day for each day that you are absent.
 - The assignments are listed in Google Classroom and on a calendar in the classroom.
 - Most assignments will also be attached to Google Classroom. If you have a printer, you are welcome to print them off at home. Hard copies are available in the classroom until test day.
- If you miss a TEST/QUIZ, you will need to make it up AT LUNCH within TWO days of the absence, or a zero will be entered into the gradebook.

QUIZ/TEST POLICY:

- Quizzes and tests CANNOT be retaken; however, students can complete TEST CORRECTIONS.
 - Acquire a test correction sheet from the classroom.
 - Fill out the form completely using ALL resources.
 - Turn in completed corrections within ONE WEEK of receiving the test back.



BOARD-APPROVED CURRICULUM AND SUPPLEMENTAL RESOURCES:
Savvas Elevate Science; Course 1

STANDARDS COVERED: GRADE 6

MS-PS-1 – Matter and Its Interactions

- MS-PS-1.3 Students who demonstrate understanding can: Construct a scientific explanation, based on evidence, to describe that synthetic materials come from natural resources.
 - Supporting Content PS1.A: Structure and Properties of Matter • Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (MS-PS-1.2, MS-PS-1.3)
- MS-PS-1.4 Students who demonstrate understanding can: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
 - Supporting Content PS1.A: Structure and Properties of Matter • Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (MS-PS-1.4) • In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (MS-PS-1.4) • The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (MS-PS-1.4)
 - Supporting Content PS3.A: Definitions of Energy • The term “heat” as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. (MS-PS-1.4) • The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system's material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. (MS-PS-1.4)
- MS-PS-1.5 Students who demonstrate understanding can: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
 - Supporting Content PS1.B: Chemical Reactions • Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (MS-PS-1.2, MS-PS-1.3, MS-PS-1.5) • The total number of each type of atom is conserved, and thus the mass does not change. (MS-PS-1.5)

MS-PS-3 – Energy

- MS-PS-3.3 Students who demonstrate understanding can: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
 - Supporting Content PS3.A: Definitions of Energy • Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (MS-PS-3.3, MS-PS-3.4)
 - Supporting Content PS3.B: Conservation of Energy and Energy Transfer • Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (MS-PS-3.3)
- MS-PS-3.5 Students who demonstrate understanding can: Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
 - Supporting Content PS3.B: Conservation of Energy and Energy Transfer • When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (MS-PS-3.5)

STANDARDS COVERED CONT'D.

MS-LS-1 – From Molecules to Organisms: Structure and Processes

- MS-LS-1.1 Students who demonstrate understanding can: Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.
 - Supporting Content LS1.A: Structure and Function • All living things are made up of cells, which are the smallest units that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (MS-LS-1.1)
- MS-LS-1.4 Students who demonstrate understanding can: Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.
 - Supporting Content LS1.B: Characteristics of Living Things • Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (MS-LS-1.4) • Living things share certain characteristics. (These include response to environment, reproduction, energy use, growth and development, life cycles, made of cells, etc.) (MS-LS1.4)

RETURN THIS PAGE TO:
MS. TULLY – SCIENCE – RM 302

Student Name: _____

Course: _____

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- Basic understanding of human anatomy and the reproductive system
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PARENT/GUARDIAN ACKNOWLEDGMENT

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____

Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Mrs. Vaughan Resource ELA

Course title and description:

6th Grade English & Language Arts.

This class is designed to help students become stronger, more confident readers, writers, and communicators. Students will explore a variety of fiction and nonfiction texts, learning to analyze them for deeper meaning and themes. The course emphasizes the Idaho Content Standards for English Language Arts/Literacy.

Teacher name and contact information:

Sally Vaughan

Sally.Vaughan@sd273.com

Suggested student supplies:

- Many pencils and erasers
- Spiral notebook dedicated to ELA
- Pocket folder dedicated to ELA
- Loose-leaf paper
- Glue sticks
- Highlighters
- Colored Pencils
- Scissors

Board-approved curriculum and supplemental resources:

HMH- Read 180 Into Literature Grade 6

Standards covered:

Grade 6

Reading Comprehension Strand

6.RC | Text Complexity (TC)

6.RC1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

Volume of Reading to Build Knowledge (V)

6.RC2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

Textual Evidence (TE)

6.RC3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.

Reading Fluency (RF)

6.RC4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

Literature (L)

6.RC5. Use evidence from literature to demonstrate understanding of grade-level texts.

5a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts.

5b. Describe how characters respond or change as the plot moves toward a resolution.

5c. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.

5d. Explain how authors develop the point of view of the narrator or speaker in texts.

5e. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

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 - 1b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings on pioneers of space, determine the meanings of the words astronaut and nautical).
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 - 1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6.VD2. Determine how words and phrases provide meaning and nuance to grade-level texts.

- 2a. Interpret figurative language (e.g., personification, idioms) in context.
- 2b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- 2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., house versus home, cheap versus affordable).
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Grading:

Grades will be assigned based on the following scale:

A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

Grades are weighted as follows:

- 50% Test
- 50% Classwork

Other Information:

Qmlative:

- Qmlative will be updated on a regular basis - parent/guardians and students should check this on a regular basis for grade updates
- If an assignment shows missing - please discuss with teacher

Google Classroom:

- Students will receive a code for the Google Classroom version for their class
- Check this for online versions of work assigned in class

Late Work:

- Any assignment submitted after the deadline may receive up to 50% of the original credit.

Cell Phones:

- Cell phones are not permitted in classrooms. This includes airpods and smartwatches.
- Cell phones will not be allowed during passing periods. However, students may use cell phones before school, after school, and at lunch.

Plagiarism:

- Students are expected to turn in original work - plagiarism will not be tolerated.
- Any assignments that are copied from the Internet or copied off other students will result in a zero on the assignment.

Return this page to Mrs. Vaughan Room 206

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: Video Production Students will learn the basics of camera functions, video editing, production techniques, production roles and general filmmaking techniques while using the Adobe Creative Cloud Suite. This includes: Photoshop, Audition, After Effects and Premiere Pro. Students will work individually and in groups to write, shoot and edit video based projects.	Teacher name and contact information: Daniel Soeland daniel.soeland@sd273.com
Suggested student supplies: Pencil Paper	
Board-approved curriculum and supplemental resources: iPad Cameras Microphones Adobe Creative Suite Google Education Suite Canva This course utilizes a variety of curricular resources, including materials curated from reputable educational websites, teacher-developed content, and supplemental tools that support the learning goals outlined in the syllabus. Every effort is made to ensure these resources are aligned with grade-level standards and are appropriate for classroom use. If you have any questions about the materials being used or would like to review them in more detail, please feel free to contact me to schedule a meeting. I welcome the opportunity to discuss the curriculum and support your child's learning experience.	
Standards covered: 6-8.CT.1.3 - Navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies. 6-8.CT.1.4 - Select appropriate platforms and tools to create, share and communicate their work effectively. 6-8.CT.1.5 - Create original works or responsibly repurpose or remix other digital resources into new creative artifacts. 6-8.CT.1.6 - Communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.	

6-8.CT.2.1 - Compare and contrast the factors that affect quality and file size of stored data.

6-8.CT.3.4 - Explore how computer science fosters innovation and enhances other careers and disciplines.

6-8.CT.3.6 - Manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.

6-8.CT.3.8 - Publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.

6-8.CT.3.9 - Apply digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

6-8.CT.5.3 - Apply an iterative design process (define the problem, generate ideas, build, test, and improve solutions) in problem solving.

6-8.CT.5.6 - Decompose a problem into sub- problems and demonstrate how the parts can be incorporated to create a solution.

6-8.CT.5.7 - Use debugging and testing to remove errors and improve program quality.

6-8.CT.5.8 - Break problems into component parts, identify key pieces and use that information to problem solve.

6-8.CT.5.9 - Select and use digital tools to support a design process; to identify constraints and trade-offs, and to weigh risks.

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes
No

Technology Classroom Rules

1. Respect Others.
2. Respect Technology.
3. Respect Procedure.
4. Respect Time.
5. Respect the Room.

Late Work/Missing Work: PFMS policy states that for every day a student is absent they have that amount of time to make up the assignment.

Cell Phones/Personal Electronics:

PFSD and PFMS do not allow usage of personal electronics in class. This includes, but not limited to, cell phones, smart devices (watches, glasses, etc.), headphones or personal computers. Enforcement of this

policy will be carried out as stated in school documentation.
Leave it at home, in your locker, or in your bag.

Thank you for taking the time to read this information. Keep the previous pages handy for reference. I look forward to getting to know you and your child this year.

Return this page to your teacher.

Student Name: _____

Course:

Video Production

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: Post Falls Middle School

Course title and description: 6th Grade Science	Teacher name and contact information: Caitlin Voigt caitlin.voigt@sd273.com 208-773-7554
Suggested student supplies: • Pencils • Spiral notebook and folder dedicated to science (preferably the same color) • Glue sticks	
Board-approved curriculum and supplemental resources: Savvas Elevate Science; Course 1	
Standards covered: MS-PS-1 – Matter and Its Interactions • MS-PS-1.3 Students who demonstrate understanding can: Construct a scientific explanation, based on evidence, to describe that synthetic materials come from natural resources. ○ Supporting Content PS1.A: Structure and Properties of Matter • Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (MS-PS-1.2, MS-PS-1.3) • MS-PS-1.4 Students who demonstrate understanding can: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. ○ Supporting Content PS1.A: Structure and Properties of Matter • Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (MS-PS-1.4) • In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (MS-PS-1.4) • The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (MS-PS-1.4) ○ Supporting Content PS3.A: Definitions of Energy • The term “heat” as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. (MS-PS-1.4) • The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system’s material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system’s total thermal energy. The total thermal energy (sometimes called total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. (MS-PS-1.4) • MS-PS-1.5 Students who demonstrate understanding can: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is	

conserved.

- Supporting Content PS1.B: Chemical Reactions • Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (MS-PS-1.2, MS-PS-1.3, MSPS-1.5) • The total number of each type of atom is conserved, and thus the mass does not change. (MSPS-1.5)

MS-PS-3 – Energy

- MS-PS-3.3 Students who demonstrate understanding can: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
 - Supporting Content PS3.A: Definitions of Energy • Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (MS-PS-3.3, MS-PS-3.4)
 - Supporting Content PS3.B: Conservation of Energy and Energy Transfer • Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (MS-PS-3.3)
- MS-PS-3.5 Students who demonstrate understanding can: Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
 - Supporting Content PS3.B: Conservation of Energy and Energy Transfer • When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (MS-PS-3.5)

MS-LS-1 – From Molecules to Organisms: Structure and Processes

- MS-LS-1.1 Students who demonstrate understanding can: Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
 - Supporting Content LS1.A: Structure and Function • All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (MS-LS-1.1)
- MS-LS-1.4 Students who demonstrate understanding can: Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.
 - Supporting Content LS1.B: Characteristics of Living Things • Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (MS-LS-1.4) • Living things share certain characteristics. (These include response to environment, reproduction, energy use, growth and development, life cycles, made of cells, etc.) (MS-LS1.4)

Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades in this course are weighted:

Yes

No

If yes, grades are weighted as follows:

Homework/Classwork 50%

Assessments 50%

Homework policies

- It is the 6th grade policy that any work turned in late can be deducted by up to 50%. Most assignments are due the next day. Students (almost) always get class time to work on assignments, but if the assignment is not completed, it will need to be completed at home.
- Classwork and homework will NOT be accepted after the Topic Test.

Assessment policies

- Students should have time in class to complete tests and quizzes. However, if the tests are not finished in class, students will have two days to finish during lunch or at another prearranged time. After that timeframe, the test will be graded as is.
- Quizzes cannot be retaken or corrected, as they are open notes.
- Tests cannot be retaken, however students can complete test corrections.
 - Acquire a test correction sheet from the classroom.
 - Fill out the form completely using all resources.
 - Turn in completed corrections within ONE WEEK of the test being returned to you. NO EXCEPTIONS!

Make up Work Policy:

- If you are absent, YOU are responsible for the work you missed. You have one extra day for each day that you were absent.
 - The assignments are listed in Google Classroom and on a calendar in the classroom.
 - Most assignments also will be attached to Google Classroom and Skyward. If you have a printer, you are welcome to print them off at home if you are absent or the assignment is missing. Hard copies are available in the classroom until test day.
- If you missed a test/quiz you will need to make that up at lunch within TWO days of the absence or a zero will be entered in the gradebook.

Return this page to your teacher.

**Mrs. Voigt
Science
Room 200**

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

POST FALLS SCHOOL DISTRICT COURSE SYLLABUS

POST FALLS MIDDLE SCHOOL

Ms. Young/6th Grade/Room 301

CLASS TITLE & DESCRIPTION:

Sixth-grade science offers an integrated overview of physics, earth science, & life science, covering topics like matter & energy, Earth's systems (like the rock cycle & water cycle), weather patterns, & the classification of living things. This curriculum explores the relationships between different scientific concepts rather than studying them in isolation.

BOARD-APPROVED CURRICULUM & SUPPLEMENTAL RESOURCES:

- Savvas Elevate Science ~ Course 1

CONTACT INFORMATION:

Shavon Young

✉ shavon.young@sd273.com

☎ (208) 773-7554

SUGGESTED SUPPLIES:

- Pencils & Erasers
- Glue Sticks
- Colored Pencils
- Spiral Notebook & Pocket Folder

(recommended to make your notebook & folder the same color for each subject)

STANDARDS COVERED:

MS-PS1: Matter & Its Interactions

- Describe structure & properties of matter.
- Explain how matter changes during physical & chemical changes.
- Use evidence & models to investigate behavior of atoms & molecules.

MS-PS2: Motion & Stability- Forces & Interactions

- Investigate how forces affect motion of objects.
- Explain how balanced & unbalanced forces change an object's movement.
- Collect & analyze data to predict effects of forces during interactions.

MS-PS3: Energy

- Explain how energy is transferred between objects & systems.
- Investigate how energy can be stored, transformed, & conserved.
- Use evidence to describe how heat, light, sound, & electricity transfer energy.

MS-LS1: From Molecules to Organisms-Structures & Processes

- Explain how cells are basic unit of life.
- Describe how body systems work together to help organisms survive.
- Develop models to explain how plants & animals obtain & use energy.

MS-LS2: Ecosystems-Interactions, Energy, & Dynamics

- Explain how organisms interact with one another & their environment.
- Describe how energy moves through food webs & ecosystems.
- Investigate how changes in ecosystems affect populations of living organisms.

MS-LS4: Biological Adaptation-Unity & Diversity

- Explain how traits help organisms survive in their environments.
- Use evidence to describe how populations change over time.
- Analyze fossil and other scientific evidence to understand Earth's history of life.

MS-ESS2: Earth's Systems

- Explain how Earth's systems interact through the water cycle, weather, & plate tectonics.
- Use evidence to describe how Earth's surface changes over time.
- Investigate how Earth's processes & natural resources affect people & the environment.

GRADING:

Grades will be assigned based on the following scale:

A (93-100)	C (73-75)
A- (90-92)	C- (70-72)
B+ (86-89)	D+ (66-69)
B (83-85)	D (63-65)
B- (80-82)	D- (60-62)
C+ (76-79)	F (below 60)

Grades in this course are weighted:

- ☒ Yes
☐ No

If yes, grades are weighted as follows:

50% Classwork, Labs, & Homework
50% Tests & Quizzes

OTHER INFORMATION:

Homework Policy

- Students (almost) always get class time to work on the assignments. If the assignment is not completed, it will need to be completed at home.
- Any work turned in late can be deducted by up to 50%.
- Classwork & homework will NOT be accepted after the Topic Test.

Cell Phones

- School policy states that cell phones may be used before/after school & at lunch. If a student has a phone out without permission, the following consequences will be enforced:

- 1st Offense: I will keep it until the end of class.
- 2nd Offense: I will take it to the office for the student to pick up at the end of the day. Parents will be notified.
- 3rd Offense: I will take it to the office for parents to pick up.

Assessment Policy

- Copious time is given on tests; however, if tests are not finished during that time, students will have two days to finish during lunch or at another prearranged time. After that, the test will be graded as is.
- Tests cannot be retaken; however, students can complete test corrections.
 - Acquire a test correction sheet from the classroom.
 - Fill out the form completely using all resources.
 - Turn in completed corrections within ONE WEEK of the test being returned to you. NO EXCEPTIONS!

Food & Drink

- Snacks may be eaten in class as long as the following rules are followed:
 - Wrappers must be thrown away
 - No messy foods
 - No foods with strong odors
 - No candy
- Only water is allowed in the classroom and must have a lid.

Make-up Work

- If you are absent, YOU are responsible for the work you missed. You have one extra day that you were absent to turn in assignments for full credit.
 - The assignments are listed in Google Classroom & on a calendar in the classroom.
 - Most assignments also will be attached to Google Classroom and Skyward. If you have a printer, you are welcome to print them off at home if absent or the assignment is missing. Hard copies are available in the classroom until test day.
- If you missed a test/quiz, you will need to make that up at lunch within TWO days of the absence or a zero will be entered in the gradebook.

Hall & Bathroom Passes

- Students receive five passes per quarter. Unused passes may be used for extra credit.



Return this page to your teacher.

Student Name: _____

Course: _____ 6th Grade Science ~ Ms. Young

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

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Parent/Guardian Acknowledgement

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

