

Post Falls School District Course Syllabus

School: River City Middle School

Course title and description: 6th Grade Social Studies In this class, students will explore the world around them by learning about the seven continents and five oceans, gaining a global perspective on Earth's physical layout and important US regions. They will develop essential map skills, including how to read and interpret different types of maps, use a compass rose, and understand latitude and longitude. The course will also introduce a variety of landforms to help students recognize how Earth's surface is shaped. Additionally, students will explore the five themes of geography: location, place, human-environment interaction, movement, and region, using real-world examples to connect geography to everyday life.	Teacher name and contact information: Michelle Clare 208-475-0933 Michelle.Clare@sd273.com
Suggested student supplies: • Lined Notebook Paper • Pencils • Colored pencils and/or markers • Wired Headphones	
Board-approved curriculum and supplemental resources: Evan-Moor Daily Geography Practice Grade 6 Rand McNally Classroom Atlas 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:**6-9.WG.2.1**

Apply latitude and longitude to locate places on Earth

6-9.WG.2.3

Describe the relative location of people, places, and objects by using positional words, including but not limited to cardinal directions and distance.

6-9.WG.2.4

Locate, map, and describe the climate of regions throughout the world and analyze their impact on human activity and living conditions.

6-9.WG.2.5

Identify major biomes and explain ways in which the natural environment and climate of places in regions throughout the world are related to affect settlement patterns and everyday life.

6-9.WG.2.6

Analyze and give examples of the consequences of human impact on the physical environment, including the role of technology.

6-9.WG.2.8

Describe major physical characteristics of regions throughout the world.

6-9.WG.2.16

Explain how human-caused changes in the physical environment in one place can cause changes in another place such as irrigation, air pollution, water pollution, and deforestation.

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:

Tests/Quizzes/Projects: 60%

Classwork (daily assignments, class activities, and entry tasks): 40%

Other information:

Please see Google Classroom for other class expectations/policies.

Return this page to Mrs. Clare

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: _____

7TH & 8TH GRADE BAND

Location: Band Room | Director Mr. Renninger

COURSE OVERVIEW

Welcome to River City Middle School Instrumental Music! This is an opportunity for students to experience the rewards of learning a concert band instrument. Along with learning an instrument, music teaches self-confidence, responsibility, commitment, goal setting, and discipline. Band is a full year commitment. Changes in instrumentation directly affects the group's musical opportunities.

SUGGESTED STUDENT SUPPLIES

- Instrument
- Care kit for instrument
- Pencil
- One 1" three ring binder

GRADING POLICY

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 will be in one of the following categories:

- Band Lab- ensemble participation, worksheets 60%
- Performances- 20%
- Playing Tests 20%

TEACHER NAME AND CONTACT

Tyler Renninger

email
tyler.renninger@sd273.com

phone
208-457-0933

Board– Approved Curriculum and Supplemental Resources

Sound Fundamentals
Book 1 & 2

MusicTheory.net

Alfred's Essentials of
Music Theory

Concert Music Selected from music library based on ensemble skill
and instrumentation

STANDARDS COVERED

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

Other Information

Expectations of students every day:

- Participate in all activities to the best of your ability
- Be respectful of students, teachers, facilities, and instruments
- Maintain a working instrument
 - Teacher made instrument repairs will be addressed before school, after school, or at the end of rehearsal time. If the instrument needs repair during class, the student should follow along with activities as much as possible until a repair can happen.

Post Falls School District Course Syllabus

School: River City Middle School

Course title and description: <u>Course Title:</u> 8th Grade Science <u>Description:</u> In this course, we will explore the wonders of the natural world and develop skills in scientific inquiry, critical thinking, and problem-solving. We will cover a wide range of topics, including atoms and the periodic table, chemical reactions, forces and motion, genes and heredity, change over time, and the earth-sun-moon system. Through hands-on activities, laboratory experiments, and engaging discussions, we'll make science relevant and fun. Our goal is to foster a deeper understanding of the world around us and prepare you for future scientific endeavors.	Teacher name and contact information: • Teacher: Ryan Booth • Email: ryan.booth@sd273.com • Phone: (208) 457-0933
Suggested student supplies: • A dedicated notebook or composition book for science • Pencils, pens (blue or black ink), and highlighters • A folder for handouts and assignments • A positive attitude and a curious mind!	
Board-approved curriculum and supplemental resources: This course will utilize the board-approved curriculum and resources from <u>Elevate Science Course 3 by Savvas Learning Company</u>. The program provides a comprehensive, hands-on approach to science education. We will be using the student textbook, online digital resources, interactive activities, and lab materials provided by this program throughout the school year.	
Standards covered: All instruction and learning activities in this course are aligned with the Idaho State Middle School	

Science Standards. We will focus on the core ideas, scientific and engineering practices, and crosscutting concepts as outlined in these standards.

Earth and Space Science (ESS)

- **MS-ESS1:** Focuses on the Earth-Sun-Moon system, gravity's role in celestial motions, solar system properties, and the geologic time scale.
- **MS-ESS2:** Addresses Earth's materials and systems, including the cycling of matter in rocks, minerals, and resources.

Life Science (LS)

- **MS-LS1:** Students investigate living things as composed of cells, the function of cells, and the organism as a system of interacting subsystems.
- **MS-LS2:** Covers interactions within and between systems, such as the role of photosynthesis in energy flow and matter cycling.
- **MS-LS4:** Examines the patterns of life, natural selection, and evolutionary relationships through the analysis of the fossil record.

Physical Science (PS)

- **MS-PS1:** Focuses on the composition of matter, chemical reactions, synthetic materials, and thermal energy.
- **MS-PS2:** Explores motion, forces, and their interactions, including applying Newton's Laws and understanding electric and magnetic forces and fields.
- **MS-PS3:** Deals with energy, including kinetic and potential energy, and the transfer of thermal energy.

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:

Return this page to your teacher.

Student Name: _____

Course: 8th Grade Science

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:English

Post Falls School District Course Syllabus

Course Title: English School: River City Middle School

Teacher: Mrs. Palmer Contact: alexandra.palmer@sd273.com (208) 457-0933

Course Description

This course, aligned with the **Idaho Core Standards**, is designed for 7th-grade students to cultivate essential literacy skills in reading, writing, speaking, and listening. Through a diverse range of literary and informational texts, students will learn to analyze an author's purpose and techniques, evaluate source credibility, and use textual evidence to support their claims.

They will also practice various writing styles, including narrative and argumentative, focusing on clear structure, precise language, and the full writing process from drafting to editing. In addition, students will develop strong communication skills by participating in collaborative discussions and delivering presentations, while also strengthening their knowledge of grammar, conventions, and vocabulary to become more effective communicators and critical thinkers.

Suggested Supply List

- Lined, loose-leaf notebook paper
- Three-ring binder with a section tabbed for English
- Highlighters
- No. 2 pencils
- Blue or black pens

Curriculum and Standards

Board-approved curriculum and supplemental resources

- Houghton Mifflin Harcourt Education Curriculum 6-12: Introduction to Literature

Reading: Literature Standards

- **7.RL.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **7.RL.2:** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **7.RL.3:** Analyze how a particular element of a story or drama interacts with other elements.
- **7.RL.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- **7.RL.5:** Analyze how a drama's or poem's form or structure contributes to its meaning.

- **7.RL.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **7.RL.7:** Compare and contrast a written story, drama, or poem to its audio, filmed, or staged version, analyzing the effects of techniques unique to each medium.
- **7.RL.9:** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Reading: Informational Text Standards

- **7.RI.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **7.RI.2:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **7.RI.3:** Analyze the interactions between individuals, events, and ideas in a text.
- **7.RI.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **7.RI.5:** Analyze the overall structure of a text.
- **7.RI.6:** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- **7.RI.7:** Compare and contrast a text to an audio, video, or multimodal version of the text, analyzing the effects of techniques unique to each medium.
- **7.RI.8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- **7.RI.9:** Analyze 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.

Writing Standards

- **7.W.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **7.W.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **7.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **7.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **7.W.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **7.W.6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- **7.W.7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **7.W.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **7.W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **7.W.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

- **7.SL.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **7.SL.2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visual, quantitative, oral) and explain how the ideas clarify a topic, text, or issue under study.
- **7.SL.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- **7.SL.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **7.SL.5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- **7.SL.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grading, Class Rules, and Policy

Grades will be based on a point system. Tests, projects, and essays will have a higher point value than daily work. Please regularly check Skyward on the Post Falls School District website, as assignments and values are updated each week. When a student is absent, it is their responsibility to collect assignments missed and turn them in within three days of the absence, per district policy. Late work is accepted at 60% credit.

Please call the school to arrange for work to be sent to the office for pick-up after 2 p.m. You may also check Google Classroom for any missed assignments.

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)

Class Rules

- Follow directions the first time they're given.
- Don't talk while others are talking.
- Raise your hand for permission to share.
- Stay in your assigned seat unless granted permission to do otherwise.
- Do unto others as you would have them do unto you.
- No food or drink, besides water, in the classroom.

Cell Phones, Earbuds, and Gaming Devices

The PFSD policy on the use of personal electronic devices states that these devices, including cell phones, are not to be used during class time for personal business. Students are not allowed to use their cell phones during class or leave the classroom to make or receive calls. The principal, or a teacher, has the authority to limit or prohibit the use of these devices if they are being used inappropriately, such as for cheating, harassment, or to disrupt the instructional setting.

Consequences for Violations

- **First violation:** The student will receive a warning, and the device may be confiscated until the end of class.
- **Second violation:** The phone is sent to the office until the end of the day.
- **Third violation:** The phone is sent to the office and the administrator meets with the parent.

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: _____

Post Falls School District Course Syllabus

School: RIVER CITY MIDDLE SCHOOL

Course title and description: Algebra	Teacher name and contact information: Mrs. Pottenger River City Middle School Phone:208-457-0933 Email: dee.pottenger@sd273.com
SUGGESTED STUDENT SUPPLIES: • Spiral notebook preferred • Pencil • Binder for ALL subjects w/ a section for math (or math only binder)	
Board-approved curriculum and supplemental resources: • Algebra 1 -Savvas • Additional Resources (Kuta, CPM, Khan Academy, Des Mos)	
	

Standards covered:

IDAHO CONTENT STANDARDS & CURRICULUM ALGEBRA 1

Foundational Mathematics Essential Standards:

A.CED.A.3 - Represent constraints using equations or inequalities and interpret solutions as viable or non-viable options in a modeling context.

A.CED.A.4 - Represent constraints using systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context.

A.REI.A.1 Create one-variable equations and inequalities to solve problems, including linear, quadratic, rational, and exponential functions.

A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A.REI.C.6 - Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

F.IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity.

F.IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

F.IF.C.7 - Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases.

F.BF.A.1 Write a function that describes a relationship between two quantities. Functions could include linear, exponential, quadratic, simple rational, radical, logarithmic, and trigonometric.

F.LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).

S.ID.B.7 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

S.IC.A.1 Understand statistics as a process for making inferences about populations.

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

GRADE BREAKDOWN:

60% Homework; 40% Tests

- | | |
|----------------|------------------|
| ★ ASSIGNMENTS: | 10 pts. daily |
| ★ QUIZZES: | 50-100 pts. each |
| ★ PROJECTS: | 15-100 pts. each |
| ★ TESTS: | 100 pts. each |

Return this page to Mrs. Pottenger

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: _____

BEGINNING BAND

Location: Band Room | Director Mr. Renninger

COURSE OVERVIEW

Welcome to River City Middle School Instrumental Music! This is an opportunity for students to experience the rewards of learning a concert band instrument. Along with learning an instrument, music teaches self-confidence, responsibility, commitment, goal setting, and discipline. Band is a full year commitment. Changes in instrumentation directly affects the group's musical opportunities.

SUGGESTED STUDENT SUPPLIES

- Instrument (by September 21st)
- Care kit for instrument
- Pencil
- One 1" binder for music.

GRADING POLICY

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 will be in one of the following categories:

- Band Lab- ensemble participation and worksheets 60%
- Performances- 20%
- Playing Tests 20%

TEACHER NAME AND CONTACT

Tyler Renninger

email
tyler.renninger@sd273.com

phone
208-457-0933

Board– Approved Curriculum and Supplemental Resources

Sound Fundamentals Book 1

MusicTheory.net

Alfred's Essentials of Music
Theory

Concert Music Selected from music library
based on ensemble skill and instrumentation

STANDARDS COVERED

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

Other Information

Expectations of students:

- Participate in all activities to the best of your ability
- Be respectful of students, teachers, facilities, and instruments
- Maintain a working instrument
 - If possible the teacher will make some instrument repairs will be addressed before school, after school, or at the end of rehearsal time. If the instrument needs repair during class, the student should follow along with activities as much as possible until a repair can happen. Some repairs may need to be handled by a repair technician.
- Arrive on time with a working instrument/sticks, music folder, and pencil every day.

Post Falls School District Course Syllabus

School: River City Middle School

Course title and description: 6th Grade Science Science students will be introduced to matter, the three states of matter we know as solid, liquid, and gas, and thermal energy. Students will also be introduced to earth's systems, weather in the atmosphere, minerals and rocks in the geosphere, plate tectonics, and the mechanisms that affect earth's surface systems.	Teacher name and contact information: Michelle Clare 208-475-0933 michelle.clare@sd273.com
Suggested student supplies: ● Folder or Binder ● Pencils ● Colored pencils and/or markers ● Wired Headphones	
Board-approved curriculum and supplemental resources: Savvas Elevate Science Course 1	
Standards covered: MS-PS-1.1 Develop models to describe the atomic composition of simple molecules. MS-PS-1.2 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-1.4 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-1.2

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-1.6

Undertake a design project to construct, test, and/or modify a device that either releases or absorbs thermal energy by chemical processes.

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.

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 30%, Labs/Projects 35%, Tests/Quizzes 35%

Other information:

Please see Google Classroom for other class expectations/policies.

Return this page to Mrs. Clare

Student First & Last Name: _____

Course: 6th Grade Science

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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Parent/Guardian Acknowledgment

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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: River City Middle School

Course title and description:

Bridge English Language Arts

Welcome to Resource ELA! This course is designed to provide targeted support in English Language Arts, focusing on the essential skills needed for academic success. We will work together in a small group setting to strengthen our abilities in reading comprehension, writing, speaking, and grammar. The curriculum will be tailored to meet the individual needs of each student, building confidence and fostering a love for reading and writing.

Teacher name and contact information:

Tad Trier
tad.trier@sd273.com
208-457-0933 ext 119

Suggested student supplies:

Pencils
Notebooks (provided)
Folders for organizing handouts and assignments (provided)

Board-approved curriculum and supplemental resources:

- HMH, Read 180
- HMH Literature supplements
- Rewards Writing
- District Approved Novel list

Standards Covered:

Reading: Literature & Informational Text

- **ID.ELA-Literacy.RL/RI.7.1, 8.1:** Citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **ID.ELA-Literacy.RL/RI.7.2, 8.2:** Determining a theme or central idea of a text and analyzing its development over the course of the text.
- **ID.ELA-Literacy.RL/RI.7.5, 8.5:** Analyzing the structure of a text, including how chapters, paragraphs, and sections contribute to the whole.
- **ID.ELA-Literacy.RL/RI.7.10, 8.10:** Reading and comprehending literature and informational texts at the high end of the grade level text complexity band.

Writing

- **ID.ELA-Literacy.W.7.1, 8.1:** Writing arguments to support claims with clear reasons and relevant evidence.
- **ID.ELA-Literacy.W.7.2, 8.2:** Writing informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- **ID.ELA-Literacy.W.7.3, 8.3:** Writing narratives to develop real or imagined experiences or events.
- **ID.ELA-Literacy.W.7.4, 8.4:** Producing clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience.

- **ID.ELA-Literacy.W.7.7, 8.7:** Conducting short research projects and gathering relevant information from multiple sources.

Speaking & Listening

- **ID.ELA-Literacy.SL.7.1, 8.1:** Engaging effectively in a range of collaborative discussions.
- **ID.ELA-Literacy.SL.7.2, 8.2:** Analyzing the main ideas and supporting details presented in diverse media and formats.

Language

- **ID.ELA-Literacy.L.7.1, 8.1:** Demonstrating command of the conventions of standard English grammar and usage when writing or speaking.
- **ID.ELA-Literacy.L.7.4, 8.4:** Determining or clarifying the meaning of unknown and multiple-meaning words and phrases.

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:

Learning Objectives:

By the end of this course, students will be able to:

- **Reading:**
 - Cite textual evidence to support an analysis of what the text says and inferences drawn from the text.
 - Determine a theme or central idea of a text and describe how it is conveyed through key details.
 - Explain how a speaker's argument is structured and supported by evidence.
 - Interpret figurative language and analyze the impact of specific word choices on tone and mood.
- **Writing:**
 - Write arguments that support a claim with clear reasons and relevant evidence.
 - Produce clear and coherent informational texts that introduce a topic, develop it with facts, and provide a concluding section.
 - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and well-structured event sequences.
 - Conduct short research projects, gathering information from multiple sources and citing them correctly.
- **Speaking & Listening:**
 - Engage effectively in a range of collaborative discussions.

- Present claims and findings logically and cohesively.
- **Language:**
 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Return this page to your teacher.

Student Name: _____

Course: **Bridge English Language Arts, 7th/8th Grade, Tad Trier**

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 Middle School

Course title and description: <u>7th & 8th grade Bridge Math Syllabus</u> Curriculum will focus on strengthening foundational math skills while introducing and reinforcing key concepts from both 7th and 8th-grade Idaho SDE Math Standards. Instruction will be individualized, and students will learn through a variety of methods including direct instruction, small group work, and hands-on activities.	Teacher name and contact information: Tad Trier tad.trier@sd273.com 208-457-0933 ext 119
Suggested student supplies: • Math notebook (provided) • Pencil and eraser • Calculator (basic 4-function or scientific, as needed and provided) • Folders for organizing handouts and assignments (provided)	
Board-approved curriculum and supplemental resources: i-Ready AGS Basic Math Skills Spectrum Math and Critical Thinking for Math	
Standards covered: Unit 1: Number Sense & Operations (7th & 8th Grade Standards) • 7.NS.A: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. • 8.NS.A: Know that there are numbers that are not rational, and approximate them by rational numbers. • 7.EE.B: Solve real-life and mathematical problems using numerical and algebraic expressions and equations. • Skills: Integer operations, fraction and decimal arithmetic, and order of operations. Unit 2: Ratios, Proportions & Functions (7th & 8th Grade Standards)	

- **7.RP.A:** Analyze proportional relationships and use them to solve real-world and mathematical problems.
- **8.F.A:** Define, evaluate, and compare functions.
- **Skills:** Proportional reasoning, unit rates, solving proportions, and an introduction to linear functions.

Unit 3: Expressions, Equations & Inequalities (7th & 8th Grade Standards)

- **7.EE.A:** Use properties of operations to generate equivalent expressions.
- **8.EE.B:** Understand the connections between proportional relationships, lines, and linear equations.
- **Skills:** Simplifying algebraic expressions, solving one- and two-step linear equations, and solving and graphing simple inequalities.

Unit 4: Geometry (7th & 8th Grade Standards)

- **7.G.A:** Draw, construct, and describe geometrical figures and describe the relationships between them.
- **8.G.A:** Understand congruence and similarity using physical models, transparencies, or geometry software.
- **8.G.B:** Understand and apply the Pythagorean Theorem.
- **Skills:** Area and perimeter of 2D shapes, volume and surface area of 3D shapes, and applying the Pythagorean Theorem to find missing side lengths.

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:

Return this page to your teacher.

Student Name: _____

Course: **Bridge Math, 7th/8th Grade, Tad Trier**

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:

Course title and description: Woodshop	Teacher name and contact information: Kevin Hauck kevin.hauck@sd273.com
Suggested student supplies: Nothing required. However, students may wish to buy special parts for some projects. (i.e. hinges)	
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: 1.1.1 Describe general shop safety rules, procedures and housekeeping duties. Employability skills: This includes critical thinking, problem-solving, teamwork, communication, and workplace etiquette. 1.1.3 Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities. Technical skills: Measuring, cutting, sanding, drilling, and using various hand and power tools. 2.2.1 Identify power tools and their appropriate usage. Safety: A major component of any woodshop curriculum is demonstrating the ability to use tools and equipment safely. 2.2.4 Demonstrate safe handling and use of appropriate power tools and equipment. 3.3.4 Measure to the nearest 1/16 th inch with a tape measure. 5.4.1 Identify terms used with joinery techniques (e.g., doweling, biscuits, floating tenon, tongue and groove, dados, miter, dovetail etc.) 5.7.1 Identify terms and products used in finishing procedures (e.g., staining, clear coating, penetrating oils, sheen, sealer, etc.)	

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:

Daily Participation 50% (Work Ethic)

Classroom Work 10%

Final 15%

Project Evaluations 25%

Return this page to your teacher.

Student Name: _____

Course: River City Woodshop

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

School:

Course title and description: Graphics Design	Teacher name and contact information: Kevin Hauck kevin.hauck@sd273.com
Suggested student supplies: N/A	
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: 1. Career and Technical Education Graphic design is focused on preparing students for careers and further education. : • Industry-Validated Standards: The curriculum is built on industry-recognized technical standards and competencies. This means that what students learn is directly relevant to the skills needed in a professional graphic design environment. • Employability Skills: In addition to technical skills, the curriculum emphasizes "career-ready" skills like problem-solving, critical thinking, teamwork, communication, and workplace etiquette. • Academic Alignment: The curriculum is designed to be aligned with core academic subjects like English language arts, math, and science, showing the natural connections between technical skills and traditional subjects. 2. General Course Content and Skills Graphic design courses often cover a range of foundational and practical skills. Common topics include: • Principles of Design: Students learn core design principles such as typography, color theory, composition, form, and space. • Software Proficiency: A key component is training in industry-standard software, with the Adobe Creative Suite being a common focus. Mainly Adobe Photoshop. • Project-Based Learning: Curricula often incorporate project-based learning to give students real-world experience. This could involve creating logos, advertisements, magazine layouts, or other visual communication materials. • 3. Pathways to Higher Education and Careers	

The curriculum may prepare students for high school graphic design courses:

- **Industry Certifications:** Students can pursue industry-recognized certifications, such as the Adobe Certified Professional (ACP) exams.

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:75%

EOCA:25%

Other information:

Students taking this course will have full Adobe licenses for the duration of the semester. This will enable them to work from any computer that has internet access.

Return this page to your teacher.

Student Name: _____

Course: Graphics Design

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

School:

Course title and description: Web Page Coding with HTML5 and CSS	Teacher name and contact information: Kevin Hauck Kevin.hauck@sd273.com
Suggested student supplies: None	
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: Identifying and using HTML tags Creating directory structures for a website Inserting images and creating links Using CSS for styling Understanding the box model and page layout Creating HTML forms	
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:

Return this page to your teacher.

Student Name: _____

Course: _____ WEB Coding Using HTML5 and CSS _____

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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- 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 Middle School

Course title and description: 7th/8th Grade Art Students will produce artwork in two and three dimensional forms while focusing on the nine different mediums and art styles from around the world. Students will become familiar with a variety of tools, techniques, and culturally important styles.	Teacher name and contact information: Kayla Jacoby 208-475-0933 kayla.jacoby@sd273.com
Suggested student supplies: • Pencils • Supplies for projects will be provided	
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.	
Standards covered: Idaho's 7th & 8th grade visual arts standards are based on the National Core Arts Standards, and are a part of the broader 6th-8th grade standards. These standards are organized into five anchor standards that cover creating, presenting, responding, and connecting art. 1. Developing and Creating Artistic Ideas In this area, students work on their creative process. They are expected to: • Brainstorm and combine ideas to generate innovative concepts for their artwork. • Explore personal interests, questions, and curiosity through making art with different materials and tools. • Demonstrate a willingness to experiment and take risks in their art-making. 2. Developing and Refining Artistic Techniques This standard focuses on honing artistic skills and using materials effectively. Students should: • Develop skills using a variety of materials, methods, and approaches. • Apply visual strategies to design and create art that communicates information or ideas. • Reflect on whether their artwork conveys the intended meaning and revise it as needed. 3. Presenting Artistic Work Students learn about preparing and sharing their art with others. The standards require them to: • Discuss, reflect on, and investigate methods for preparing and presenting art. • Explain important information about their personal artwork.	

4. Responding to Artistic Work This standard is about analyzing and interpreting art. Students should be able to:

- Analyze and interpret works of art.
- Understand how art influences the viewer.

5. Relating Artistic Ideas to Contexts This standard focuses on the connection between art and the world around us. Students are expected to:

- Analyze and demonstrate how art reflects changing times, traditions, resources, and cultural uses.

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:

Please see Google Classroom for other class expectations/policies.

Return this page to Mrs. Jacoby

Student Name: _____

Course: 7th/8th Art

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 Middle School

Course title and description: 6th Grade Bridge Social Studies In this class, students will explore the world around them by learning about the seven continents and five oceans, gaining a global perspective on Earth's physical layout and important regions of the United States. They will develop essential map skills, including how to read and interpret different types of maps, use a compass rose, and understand latitude and longitude. The course will also introduce a variety of landforms to help students recognize how Earth's surface is shaped. Additionally, students will explore the five themes of geography: location, place, human-environment interaction, movement, and region, using real-world examples to connect geography to everyday life.	Teacher name and contact information: Tad Trier 208-475-0933 tad.trier@sd273.com
Suggested student supplies: • Lined Notebook Paper • Pencils • Colored pencils and/or markers • Wired Headphones	
Board-approved curriculum and supplemental resources: Evan-Moor Daily Geography Practice Grade 6 Rand McNally Classroom Atlas 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:

6-9.WG.2.1

Apply latitude and longitude to locate places on Earth

6-9.WG.2.3

Describe the relative location of people, places, and objects by using positional words, including but not limited to cardinal directions and distance.

6-9.WG.2.4

Locate, map, and describe the climate of regions throughout the world and analyze their impact on human activity and living conditions.

6-9.WG.2.5

Identify major biomes and explain ways in which the natural environment and climate of places in regions throughout the world are related to affect settlement patterns and everyday life.

6-9.WG.2.6

Analyze and give examples of the consequences of human impact on the physical environment, including the role of technology.

6-9.WG.2.8

Describe major physical characteristics of regions throughout the world.

6-9.WG.2.16

Explain how human-caused changes in the physical environment in one place can cause changes in another place such as irrigation, air pollution, water pollution, and deforestation.

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:

Tests/ Quizzes/ Projects: 60%

Classwork (daily assignments, class activities, and entry tasks): 40%

Other information:

Please see Google Classroom for other class expectations/policies.

Return this page to Mr. Trier

Student Name: _____

Course: 6th Grade Social Studies

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: River City Middle School

Course title and description: 6th Grade Science Science students will be introduced to matter, the three states of matter we know as solid, liquid, and gas, and thermal energy. Students will also be introduced to earth's systems, weather in the atmosphere, minerals and rocks in the geosphere, plate tectonics, and the mechanisms that affect earth's surface systems.	Teacher name and contact information: Kayla Jacoby 208-475-0933 kayla.jacoby@sd273.com
Suggested student supplies: ● Folder or Binder ● Pencils ● Colored pencils and/or markers ● Wired Headphones	
Board-approved curriculum and supplemental resources: Savvas Elevate Science Course 1	
Standards covered: MS-PS-1.1 Develop models to describe the atomic composition of simple molecules. MS-PS-1.2 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-1.4 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-1.2 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-1.6	

Undertake a design project to construct, test, and/or modify a device that either releases or absorbs thermal energy by chemical processes.

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.

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: 15%

Homework: 15%

Tests & Quizzes: 35%

Projects & Labs: 35%

Other information:

Please see Google Classroom for other class expectations/policies.

Return this page to Mrs. Jacoby

Student Name: _____

Course: 6th 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

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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: River City Middle School

Course title and description: 6th Grade Social Studies In this class, students will explore the world around them by learning about the seven continents and five oceans, gaining a global perspective on Earth's physical layout and important US regions. They will develop essential map skills, including how to read and interpret different types of maps, use a compass rose, and understand latitude and longitude. The course will also introduce a variety of landforms to help students recognize how Earth's surface is shaped. Additionally, students will explore the five themes of geography: location, place, human-environment interaction, movement, and region, using real-world examples to connect geography to everyday life.	Teacher name and contact information: Kayla Jacoby 208-475-0933 kayla.jacoby@sd273.com
Suggested student supplies: • Lined Notebook Paper • Pencils • Colored pencils and/or markers • Wired Headphones	
Board-approved curriculum and supplemental resources: Evan-Moor Daily Geography Practice Grade 6 Rand McNally Classroom Atlas 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:

6-9.WG.2.1

Apply latitude and longitude to locate places on Earth

6-9.WG.2.3

Describe the relative location of people, places, and objects by using positional words, including but not limited to cardinal directions and distance.

6-9.WG.2.4

Locate, map, and describe the climate of regions throughout the world and analyze their impact on human activity and living conditions.

6-9.WG.2.5

Identify major biomes and explain ways in which the natural environment and climate of places in regions throughout the world are related to affect settlement patterns and everyday life.

6-9.WG.2.6

Analyze and give examples of the consequences of human impact on the physical environment, including the role of technology.

6-9.WG.2.8

Describe major physical characteristics of regions throughout the world.

6-9.WG.2.16

Explain how human-caused changes in the physical environment in one place can cause changes in another place such as irrigation, air pollution, water pollution, and deforestation.

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:

Tests/ Quizzes/ Projects: 60%

Classwork (daily assignments, class activities, and entry tasks): 40%

Other information:

Please see Google Classroom for other class expectations/policies.

Return this page to Mrs. Jacoby

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: _____

Post Falls School District Course Syllabus

School: River City Middle School

Course title and description: Art 6th Grade Course Outline: Elements of Art -Lines, colors, shapes, forms, space, texture, & symmetry	Teacher name and contact information: Zoe Edwards zoe.edwards@sd273.com
Suggested student supplies: • Pencil • Supplies for projects will be provided	
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: • Idaho's 6th-grade visual arts standards are based on the National Core Arts Standards, and are a part of the broader 6th-8th grade standards. These standards are organized into five anchor standards that cover creating, presenting, responding, and connecting art. • 1. Developing and Creating Artistic Ideas 6-8.VA.1.1 Utilize the creative process to design a work of art. • 2. Developing and Refining Artistic Techniques 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. • 3. Presenting Artistic Work 6-8.VA.3.1 Discuss, reflect on, or investigate methods for preparing and presenting art. 6-8.VA.3.2 Reflect on and explain important information about personal artwork.	

- **4. Responding to Artistic Work**

6-8.VA.4.1 Analyze and/or interpret works of art, and/or how art influences viewers.

- **5. Relating Artistic Ideas to Contexts**

6-8.VA.5.1 Analyze and/or demonstrate how art reflects changing times, traditions, resources, and cultural uses.

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:

IF AT ANY TIME YOU HAVE ANY QUESTIONS ABOUT YOUR CHILD'S PROGRESS OR THE ASSESSMENT OF YOUR CHILD'S PROGRESS, PLEASE CONTACT ME:

Zoe Edwards
6th Grade Art
River City Middle School
zoe.edwards@sd273.com

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

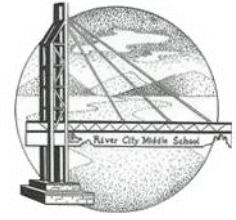
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

River City Middle School



Course title and description: 6th Grade Language Arts The purpose of this class is to strengthen a student's reading, writing, and speaking skills. This year students can expect to read a variety of fiction and non-fiction texts including novels, short stories, poetry, essays and various informational texts. Students can also expect to learn to write in various forms including brief writes, constructed paragraph responses and narrative, argumentative, and informational writing. Vocabulary and grammar skills will also be developed in this class. Because we are a community of learners, students should expect to work periodically in-group situations and to present information to peers in groups or individually.	Teacher name and contact information: Teacher: Zoe Edwards Email: zoe.edwards@sd273.com Phone: 208-457-0933 Ext. 4103
Suggested student supplies: • Language Arts Folder • Composition or Spiral Notebook • Pencil • Highlighter	

Board-approved curriculum and supplemental resources:

- **Resources:** *HMH Into Literature 6-12*

Standards covered:

Reading Comprehension (RC)

- RC.6.3: Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
- RC.6.5a: Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
- RC.6.5b: Describe how characters respond or change as the plot moves toward a resolution.
- RC.6.6a: 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.
- RC.6.6b: Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
- RC.6.6d: Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons from claims that are not.

Oral Communication and Discussion (OCD)

- OCD.6.1: 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 multiple perspectives through collaboration and reflection.
- OCD.6.2: 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.
- OCD.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- ODC.6.7. 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.

Vocabulary Development (VD)

- VD.6.1a: 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.

Grammar and Conventions (GC)

- GC.6.1a: Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition,

interjection).

- GC.6.2a: Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive or parenthetical elements.
- GC.6.1f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

Research Skills (RS)

- RS.6.1: 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 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 while avoiding plagiarism and following a standard format for citation.

Writing (W)

- W.6.2: 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.
- W.6.3: 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 headings, graphics, and multimedia; and provide a concluding statement or section that is related to the information or explanation presented.
- W.6.4: 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 and reflects on the narrated experiences or events.

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:

Tests/Quizzes/ Projects/Large Writing Assignments: 60%

Classwork (daily assignments, class activities, and entry tasks): 40%

Other information:

Classroom Expectations: Students and parents should refer to the official Student Handbook regarding student conduct, dress within school boundaries, and cell phone policy. The handbook is located on River City Middle School's link on the district website: www.pfsd.com. The handbook is reviewed during the first week of school with students.

Return this page to Ms. Edwards

Student Name: _____

Course: **6th Grade 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

School: River City Middle School

Course title and description:

6th Grade Resource English Language Arts

Welcome to 6th Grade Resource ELA! This course is designed to provide targeted, individualized support to help students master the key skills outlined in the Idaho Content Standards for English Language Arts. We will focus on building foundational skills in reading, writing, speaking, and listening, with an emphasis on applying these skills to a variety of texts and real-world situations. Our classroom will be a supportive environment where we celebrate progress, encourage risk-taking, and work together to achieve our goals.

Teacher name and contact information:

Zoe Edwards
(208)457-0933 4103
zoe.edwards@sd273.com

Suggested student supplies:

- Writing utensil, daily
- Student agenda (school-provided)
- Independent reading material

Board-approved curriculum and supplemental resources:

- HMH, Read 180
- HMH Literature supplements
- Rewards Writing
- District Approved Novel list

Standards covered:

This course aligns with the **Common Core State Standards for English Language Arts (CCSS.ELA-LITERACY)** for grade six. Key standards addressed include:

Reading Comprehension (RC)

These standards focus on the ability to read and understand various texts. They cover skills such as identifying themes, analyzing literary devices, and comprehending informational texts.

- RC.6.1 Read and comprehend texts from various genres, cultures, and perspectives at the lower end of the grades 6–8 band.
- RC.6.2 Read a volume of text to build knowledge and vocabulary.
- RC.6.3 Use evidence from texts to support claims and inferences, including quoting and paraphrasing accurately.
- RC.6.4 Read with accuracy, appropriate rate, and expression to support comprehension.
- RC.6.5a Explain themes, including how they are developed with specific details.
- RC.6.5b Describe how characters change or respond as the plot moves toward a resolution.
- RC.6.6a Explain central ideas of a text, including how they are developed with details, and provide a summary distinct from personal opinions.
- RC.6.6b Explain how a key individual, event, or idea is introduced and elaborated in a text.
- RC.6.6d Trace an argument and specific claims, distinguishing those supported by evidence from those that are not.

Writing (W)

These standards address the skills needed to produce different types of written work, including arguments, informational texts, and narratives.

- W.6.1 Develop flexibility in writing by routinely producing shorter and longer pieces for various tasks, purposes, and audiences.
- W.6.2 Write arguments that introduce and support a distinct point of view with claims and evidence.
- W.6.3 Write informational texts that introduce a topic, develop a focus with relevant facts and details, and use a concluding section.
- W.6.4 Write personal or fictional narratives that establish a situation and narrator; use narrative techniques like description and dialogue.

Grammar and Conventions (GC)

These standards encompass the rules of English grammar and the conventions of written language, including punctuation and spelling.

- GC.6.1a Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
- GC.6.2a Use commas, parentheses, and dashes to set off parenthetical elements.
- GC.6.2b Spell correctly.

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:

Return this page to your teacher.

Student Name: _____

Course: **Resource ELA, 6th-grade, Zoe Edwards**

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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- 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: _____

Health: 7th Grade Syllabus

Teacher Information

- Teacher: Mrs. Pottenger
- Email: dee.pottenger@sd273.com
- Phone: 208-457-0933

Course Description:

Course Length: 1 Semester (approx. 18 weeks)

This course is designed to empower students to advocate for their personal health and the health of their community through critical thinking and skill-building. Topics will include nutrition, physical activity, mental and emotional well-being, and influences that affect personal health choices. Through a variety of activities, discussions, and projects, students will build on their abilities to set goals, communicate effectively, and advocate for healthy behaviors for themselves and their community.

Suggested Student Supplies:

- Pens or pencils
- Folder or binder for handouts
- A spiral notebook
- A positive attitude and a willingness to learn!

Board Approved Curriculum: Idaho State Essential Health Standards Covered:

Foundations of Wellness & Mental Health

Focus: Understanding the Health Triangle (Physical, Mental/Emotional, Social i.e. Health Triangle) and the impact of personal values.

Key Standards: Analyzing internal and external influences on health behaviors.

Topics:

- o Decision Making Skills
- o Goal Setting Skills (Smart Goals)
- o Self-esteem and body image
- o Recognizing and managing stress (coping mechanisms).
- o Identifying signs of mental health disorders (Depression, Anxiety).
- o Suicide Prevention: Idaho-specific focus on the “Sources of Strength” or similar peer-support models.

Interpersonal Communication & Healthy Relationships

Focus: Building the social skills necessary for healthy interaction.

Key Standards: Demonstrating refusal, negotiation, and collaboration skills to enhance health.

Topics:

- o Effective communication (Passive, Aggressive, and Assertive).
- o Conflict resolution strategies.
- o Identifying healthy vs. unhealthy relationship “red flags”
- o Bullying and cyberbullying prevention.

Nutrition & Physical Activity

Focus: Moving from “what” to eat to “how” to make lifelong healthy choices.

Key Standards: Goal-setting to adopt a healthy lifestyle.

Topics:

- o Analyzing food labels and marketing tactics.
- o The role of macronutrients and hydration.
- o The long-term benefits of physical activity on brain health.
- o Disordered eating awareness.
- o Fitness Fundamentals
- o Fitness Testing

Substance Use, Misuse, & Prevention

Focus: Understanding the physiological effects and the legal/social consequences.

Key Standards: Accessing valid and reliable health information.

Topics:

- o The teenage brain and addiction (Dopamine pathways).
- o Vaping, E-cigarettes, and Big Tobacco marketing.
- o Alcohol and prescription drug misuse (including Opioid awareness).
- o Refusal skills in high-pressure social situations.

Consumer & Environmental Health

Focus: Navigating the “noise” of the modern world.

Key Standards: Health Advocacy.

Topics:

- o Evaluating health products and “miracle cures.”
- o First Aid/CPR basics (hands-only CPR).
- o Impact of the environment on personal health (air quality, water, etc.).
- o Recreation and Outdoor Activities

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 are weighted:

Yes

☒ No

Other Information:**Homework**

A student may have homework if he/she does not complete the assignment during the time given in class. However, if students are using their class time wisely, the amount of homework should be minimal. Assignments are due the next day at the beginning of class unless otherwise posted and communicated. Sometimes projects or assignments are due at the end of the week or at a later date.

Healthy Living: 6th Grade Syllabus

Teacher Information

- **Teacher:** Mrs. Pottenger
- Email: dee.pottenger@sd273.com
- Phone: 208.457.0933

Course Title and Description:

This course is designed to empower 6th-grade students with the knowledge and skills necessary to make informed decisions about their health as they work to be the “best versions of themselves.”

We will explore topics to include nutrition, physical activity, mental and emotional well-being, and influences that affect personal health choices. Through a variety of activities, discussions, and projects, students will build on their abilities to set goals, communicate effectively, and advocate for healthy behaviors for themselves and their community.

Suggested Student Supplies:

- Pens and pencils
- Folder or binder for handouts
- A spiral notebook
- A positive attitude and a willingness to learn!

Board Approved Curriculum and Supplemental Resources:

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

Idaho State Essential Health Standards Covered:

- **Standard 1: Comprehend Core Concepts**
 - H.6.1.1: Describe the relationship between healthy behaviors and personal health.
 - H.6.1.2: Identify how the environment and personal health are interrelated.
 - H.6.1.3: Describe the benefits of a physically active and healthy lifestyle.
- **Standard 2: Analyze Influences**
 - H.6.2.1: Analyze the influence of family, peers, culture, media, and technology on healthy behaviors..
- **Standard 4: Interpersonal Communication**
 - H.6.4.1: Demonstrate effective verbal and nonverbal communication skills to enhance health.
 - H.6.4.2: Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- **Standard 5: Decision Making**
 - H.6.5.1: Use a step-by-step process for making healthy decisions.
 - H.6.5.2: Choose a healthy option when faced with a health-related decision.
- **Standard 6: Goal Setting**
 - H.6.6.1: Develop and implement a personal health goal.
- **Standard 7: Practice Healthy Behaviors**
 - H.6.7.1: Practice health-enhancing behaviors and avoid or reduce health risks.

Grading Policy:

Grades in this course are weighted:

Yes

X No

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).

Other Information:

Homework

A student may have homework if he/she does not complete the assignment during the time given in class. However, if students are using their class time wisely, the amount of homework should be minimal. Assignments are due the next day at the beginning of class unless otherwise posted and communicated. Sometimes projects or assignments are due at the end of the week or at a later date.

Post Falls School District Course Syllabus

School: River City Middle School

Course title and description: Career Exploration, 8th Grade 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.	Teacher name and contact information: Ryan Heasty RYAN.HEASTY@sd273.com
Suggested student supplies: • Pencil • Paper • Dedicated notebook or section in a three ring binder	
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: Domain 1: Self-Evaluation (Who am I?) 1.1 A-B Personality Type: What Makes Me Unique? Domain 1.2 A-B What is Important to Me Domain 1.3 A Career Family Tree* Domain 1.3 B Plan Smart Intro* Domain 1.3 C-D How Does Health Impact My Work? Domain 1.4 A.i-v Breaking Barriers* 15-50 Domain 1.4 B.i What Am I Good At Domain 1.4 B.ii-vii Evaluating My Work Ethic	

Domain 1.4 C.i-ii How Important is My Social Media? 90 Domain 1.4 C.iii-v Creating a Professional Online Presence

Domain 1.4 C.vi-v Don't Get Scammed!

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

Domain 2.1 A Finding My Purpose In Work

Domain 2.1 B High School to Career Process: Looking at Careers*

Option 1: Domain 2.1 B-C Finding the "U" in Occ"U"pation

Option 2: Domain 2.1 B-C What Skills Will I Bring to My Career

Domain 2.1 D Career Cluster* 45-60 Domain 2.1 E Going On a Job Hunt!

Domain 2.2 A-C Your Choices Are Powerful!

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

Domain 3.1 A-B How Do I Get There?

Domain 3.1 C Achieving Your Goals*

Domain 3.1 D How Do I Balance it All?

Domain 3.2 A-B CTE Intro*

Domain 3.2 C-D Pursue Your Passions!

Domain 3.3 A Career Pathway Plan: What is It?

Domain 3.3 B Career Pathway Plan: Let's Create It!

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:

IF AT ANY TIME YOU HAVE ANY QUESTIONS ABOUT YOUR CHILD'S PROGRESS OR THE ASSESSMENT OF YOUR CHILD'S PROGRESS, PLEASE CONTACT ME:

Ryan Heasty

8th Grade Career Exploration Teacher

River City Middle School

ryan.heasty@sd273.com

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: _____

Post Falls School District Course Syllabus

School: River City Middle School

Course title and description: Titan Leadership Team The purpose of the TLT is to help create a positive environment at RCMS. We will focus on a monthly school-wide character trait that will be introduced in our weekly Titan CORE classes (example: “gratitude” or “integrity”). Two to three TLT students will be assigned to each Titan CORE class. TLT leaders will also focus on building a positive culture for our students. We want to make sure every student has a strong sense of belonging when they walk through the doors at RCMS.	Teachers' names and contact information: Mr. Hauck, Mr. Heasty and Miss Ortega KEVIN.HAUCK@sd273.com RYAN.HEASTY@sd273.com JANET.ORTEGA@sd273.com Please feel free to contact Mr. Heasty or Miss Ortega at any time for any reason. Do not hesitate to contact us! We are here to help!
Suggested student supplies: Pen/pencil Paper, loose leaf notebook paper or spiral notebook where pages can be removed TLT Notebook that is either kept in class or brought to class daily	
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, as well as curriculum from the CORE Project. 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 us to schedule a meeting. We welcome the opportunity to discuss the curriculum and support your child’s learning experience.	
Standards covered: Idaho College and Career Readiness Competencies: • Standard 2: Critical Thinking/Creative Problem Solving- Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.	

- **Standard 3:** Oral/Written Communications- Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.
- **Standard 4:** Teamwork/Collaboration Build collaborative relationships, work effectively within a team structure, and negotiate and manage conflict.
- **Standard 5:** Digital Literacy Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.
- **Standard 6:** Leadership- Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Standard 7:** Professionalism/Work Ethic- Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.

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:

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: River City Middle School

Course title and description: English, 7th Grade English 7 is designed for students who need to complete requirements in Language Arts. The course has goals for the areas of reading, writing, speaking and listening, and language in an effort to make students able to read, write, and speak confidently in all subject areas. Units: Unit 5: Game On – “How do games impact our lives?” Unit 2: Take Control – “How do actions define us?” Unit 3: The Terror and Wonder of Space – “Is space exploration a daring adventure or a dangerous risk?” Unit 4: Inspired by Nature – “What does it mean to be in harmony with nature?”	Teacher name and contact information: Ryan Heasty RYAN.HEASTY@sd273.com
Suggested student supplies: Pen/pencil Paper, loose leaf notebook paper or spiral notebook where pages can be removed Notebook or dedicated place in a binder for course material	
Board-approved curriculum and supplemental resources: HMH Intro to Literature curriculum 6-12, including HMH approved novels	
Standards covered: 7.RC.1: Independently and proficiently read and comprehend texts that exhibit a midrange of complexity for grades 6–8. 7.RC.2: Regularly engage in a volume of reading to build knowledge and vocabulary. 7.RC.3: Draw several pieces of evidence from grade-level texts to support claims and inferences, including	

quoting or paraphrasing.

7.RC.4: Read grade-level text with accuracy, automaticity, appropriate rate, and expression to support comprehension.

7.RC.5a: Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts.

7.RC.5b: Explain how particular elements of stories or dramas interact, including how the setting shapes the characters or plot.

7.RC.6a: Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

7.RC.6b: Analyze how a text's structure contributes to its overall meaning and development of ideas.

7.RC.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.

7.RC.6d: Trace the argument and specific claims in a text and assess whether the evidence is sufficient to support the claims.

7.W.1: Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

7.W.2: Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning.

7.W.3: Write informational texts that introduce a topic clearly and develop the focus with relevant facts, definitions, concrete details, quotations, or other information.

7.W.4: Write personal or fictional narratives that establish a situation and narrator; use narrative techniques such as description, dialogue, pacing, and a variety of words and transitional phrases to develop the characters and convey the sequence of events.

7.W.5: With guidance and support from peers and adults, strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

7.W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing projects.

7.VD.1: Use context as a clue to the meaning of a word or phrase.

7.VD.2a: Interpret figurative language (e.g., euphemism, oxymoron) in context.

7.VD.2b: Use common, grade-appropriate Greek and Latin roots and affixes as clues to the meaning of a word.

7.VD.2c: Consult reference materials to find the pronunciation and determine the meaning of a word.

7.VD.2d: Analyze the impact of a specific word choice on meaning, tone, or mood.

7.GC.1a: Explain the function of phrases and clauses in general and their function in specific sentences.

7.GC.1b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

7.GC.1c: Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers.

7.GC.1d: Recognize variations from Standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

7.GC.2a: Use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements.

7.GC.2b: Use commas to separate coordinate adjectives.

7.GC.3: Spell derivatives correctly by applying knowledge of bases and affixes.

7.ODC.1: Engage in collaborative discussions about grade-level topics and texts.

7.ODC.2: Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.

7.ODC.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

7.ODC.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence and sound reasoning.

7.ODC.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

7.ODC.6: Adapt speech to a variety of contexts and tasks.

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:

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: River City Middle School

Course title and description: English, 7th Grade English 7 is designed for students who need to complete requirements in Language Arts. The course has goals for the areas of reading, writing, speaking, listening, and language in an effort to make students able to read, write, and speak confidently in all subject areas. Units: Unit 5: Game On – “How do games impact our lives?” Unit 2: Take Control – “How do actions define us?” Unit 3: The Terror and Wonder of Space – “Is space exploration a daring adventure or a dangerous risk?” Unit 4: Inspired by Nature – “What does it mean to be in harmony with nature?”	Teacher name and contact information: Nancy Hicks nancy.hicks@sd273.com 208-457-0933
Suggested student supplies: Pen/pencil Paper, loose leaf notebook paper or spiral notebook where pages can be removed Notebook or dedicated place in a binder for course material	
Board-approved curriculum and supplemental resources: HMH Intro to Literature curriculum 6-12, including HMH-approved novels	
Standards covered: 7.RC.1: Independently and proficiently read and comprehend texts that exhibit a midrange of complexity for grades 6–8. 7.RC.2: Regularly engage in a volume of reading to build knowledge and vocabulary. 7.RC.3: Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing. 7.RC.4: Read grade-level text with accuracy, automaticity, appropriate rate, and expression to support comprehension. 7.RC.5a: Explain stated or implied themes, analyzing their development over the course of texts; provide	

objective summaries of literary texts.

7.RC.5b: Explain how particular elements of stories or dramas interact, including how the setting shapes the characters or plot.

7.RC.6a: Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

7.RC.6b: Analyze how a text's structure contributes to its overall meaning and development of ideas.

7.RC.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.

7.RC.6d: Trace the argument and specific claims in a text and assess whether the evidence is sufficient to support the claims.

7.W.1: Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

7.W.2: Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning.

7.W.3: Write informational texts that introduce a topic clearly and develop the focus with relevant facts, definitions, concrete details, quotations, or other information.

7.W.4: Write personal or fictional narratives that establish a situation and narrator; use narrative techniques such as description, dialogue, pacing, and a variety of words and transitional phrases to develop the characters and convey the sequence of events.

7.W.5: With guidance and support from peers and adults, strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

7.W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing projects.

7.VD.1: Use context as a clue to the meaning of a word or phrase.

7.VD.2a: Interpret figurative language (e.g., euphemism, oxymoron) in context.

7.VD.2b: Use common, grade-appropriate Greek and Latin roots and affixes as clues to the meaning of a word.

7.VD.2c: Consult reference materials to find the pronunciation and determine the meaning of a word.

7.VD.2d: Analyze the impact of a specific word choice on meaning, tone, or mood.

7.GC.1a: Explain the function of phrases and clauses in general and their function in specific sentences.

7.GC.1b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

7.GC.1c: Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers.

7.GC.1d: Recognize variations from Standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

7.GC.2a: Use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements.

7.GC.2b: Use commas to separate coordinate adjectives.

7.GC.3: Spell derivatives correctly by applying knowledge of bases and affixes.

7.ODC.1: Engage in collaborative discussions about grade-level topics and texts.

7.ODC.2: Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.

7.ODC.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

7.ODC.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence and sound reasoning.

7.ODC.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

7.ODC.6: Adapt speech to a variety of contexts and tasks.

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:

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:

River City Middle School

Course title and description: 8th Grade English Students will focus on developing their reading, writing, speaking, and listening skills through a variety of texts and writing styles. They will engage in different genres such as novels, short stories, and poetry. Additionally, they will learn the structure of narrative, informative, and argumentative writing.	Teacher name and contact information: Nancy Hicks nancy.hicks@sd273.com 208-457-0933
Suggested student supplies: Spiral Notebook Pencils Correcting Pen Highlighters	
Board-approved curriculum and supplemental resources: • HMH into Literature Grade 8 • Literature Circle HMH Approved Novels	
Standards covered: • RC.8.3. Draw several pieces of evidence from grade-level texts that strongly support both what is said explicitly and what is implied, including quoting and paraphrasing from relevant sections and accurately citing textual references • RC.8.5a. Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes • RC.8.5d. 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. • 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 • 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). • 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. • 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 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.
- W.8.4. 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).
- ODC.8.1. 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.
- ODC.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the intent (e.g., social, political, commercial) behind its presentation.
- C.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

If yes, grades are weighted as follows:

Tests 50%
Classroom 40%
Participation 10%

Other information:

N/A

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: _____

EXPLORATORY MUSIC

Location: Choir Room | Teacher Mr. Renninger

COURSE OVERVIEW

Welcome to River City Middle School Exploratory Music. Music exploratory encourages a connection and appreciation with music as demonstrated through instrument practice, historical context, and music listening.

SUGGESTED STUDENT SUPPLIES

- Pencil
- Folder

GRADING POLICY

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 class are not weighted.

TEACHER NAME AND CONTACT

Tyler Renninger

email
tyler.renninger@sd273.com

phone
208-457-0933



Board– Approved Curriculum and Supplemental Resources

Sheet Music selected from
music library.

MusicTheory.net

Teacher created and accumulated
power point resources.

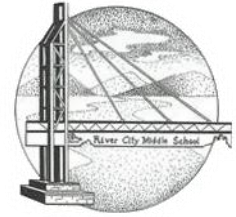
Recordings of music available from a variety
of approved platforms.

STANDARDS COVERED

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

Post Falls School District Course Syllabus

River City Middle School



Course title and description: 6th Grade English Language Arts The purpose of this class is to strengthen a student's reading, writing, and speaking skills. This year students can expect to read a variety of fiction and non-fiction texts including novels, short stories, poetry, essays and various informational texts. Students can also expect to learn to write in various forms including brief writes, constructed paragraph responses and narrative, argumentative, and informational writing. Vocabulary and grammar skills will also be developed in this class. Because we are a community of learners, students should expect to work periodically in-group situations and to present information to peers in groups or individually.	Teacher name and contact information: Teacher: Mrs. Myers Email: francesca.myers@sd273.com Phone: 208-457-0933
Suggested student supplies: • Pencils • Paper • Language Arts Folder • Composition or Spiral Notebook • Highlighter	

- Wired Headphones

Board-approved curriculum and supplemental resources:

- **Resources:** *HMH Into Literature 6-12* including approved novel selections

Standards covered:

Reading Comprehension (RC)

- RC.6.3: Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
- RC.6.5a: Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
- RC.6.5b: Describe how characters respond or change as the plot moves toward a resolution.
- RC.6.6a: 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.
- RC.6.6b: Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
- RC.6.6d: Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons from claims that are not.

Oral Communication and Discussion (OCD)

- OCD.6.1: 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 multiple perspectives through collaboration and reflection.
- OCD.6.2: 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.
- OCD.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- ODC.6.7. 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.

Vocabulary Development (VD)

- VD.6.1a: 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.

Grammar and Conventions (GC)

- GC.6.1a: Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
- GC.6.2a: Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive or parenthetical elements.

- GC.6.1f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

Research Skills (RS)

- RS.6.1: 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 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 while avoiding plagiarism and following a standard format for citation.

Writing (W)

- W.6.2: 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.
- W.6.3: 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 headings, graphics, and multimedia; and provide a concluding statement or section that is related to the information or explanation presented.
- W.6.4: 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 and reflects on the narrated experiences or events.

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:

Tests/Quizzes/ Projects/Large Writing Assignments: 60%

Classwork (daily assignments, class activities, and entry tasks): 40%

Other information:

Classroom Expectations: Students and parents should refer to the official Student Handbook regarding student conduct, dress within school boundaries, and cell phone policy. The handbook is located on River City Middle School's link on the district website: www.pfsd.com. The handbook is reviewed during the first week of school with students.

Return this page to Mrs. Myers by Thursday, September 17

Student Name: _____

Course: **6th Grade Language Arts**

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
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Please indicate your preference below:

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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

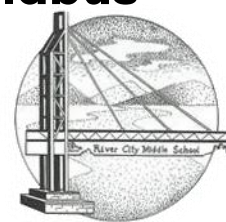
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the school year.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

River City Middle School



Course title and description: 6th Grade Social Studies In this class, students will explore the world around them by learning about the seven continents and five oceans, gaining a global perspective on Earth's physical layout and important US regions. They will develop essential map skills, including how to read and interpret different types of maps, use a compass rose, and understand latitude and longitude. The course will also introduce a variety of landforms to help students recognize how Earth's surface is shaped. Additionally, students will explore the five themes of geography: location, place, human-environment interaction, movement, and region, using real-world examples to connect geography to everyday life.	Teacher name and contact information: Teacher: Mrs. Myers Email: francesca.myers@sd273.com Phone: 208-457-0933
Suggested student supplies: ● Lined Notebook Paper ● Pencils ● Colored pencils and/or markers ● Wired Headphones	
Board-approved curriculum and supplemental resources: Evan-Moor Daily Geography Practice Grade 6 Rand McNally Classroom Atlas 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: 6-9.WG.2.1 Apply latitude and longitude to locate places on Earth	

6-9.WG.2.3

Describe the relative location of people, places, and objects by using positional words, including but not limited to cardinal directions and distance.

6-9.WG.2.4

Locate, map, and describe the climate of regions throughout the world and analyze their impact on human activity and living conditions.

6-9.WG.2.5

Identify major biomes and explain ways in which the natural environment and climate of places in regions throughout the world are related to affect settlement patterns and everyday life.

6-9.WG.2.6

Analyze and give examples of the consequences of human impact on the physical environment, including the role of technology.

6-9.WG.2.8

Describe major physical characteristics of regions throughout the world.

6-9.WG.2.16

Explain how human-caused changes in the physical environment in one place can cause changes in another place such as irrigation, air pollution, water pollution, and deforestation.

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:

Tests/ Quizzes/ Projects: 60%

Classwork (daily assignments, class activities, and entry tasks): 40%

Other information:

Please see Google Classroom for other class expectations/policies.

Please return this page to Mrs. Myers by Thursday, September 17

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

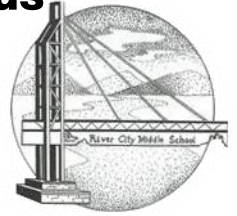
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the school year.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

River City Middle School



Course title and description:

7th Grade English Language Arts

7th grade English Language Arts is a course designed to help students fulfill fundamental grade-level requirements while building essential communication skills. Throughout the year, students will engage in a balanced curriculum that integrates reading comprehension, formal and informal writing, active listening, and effective oral communication, alongside a strong foundation in grammar and vocabulary.

By critically analyzing diverse texts, practicing structured writing techniques, and participating in collaborative discussions, students develop the analytical and expressive tools needed for academic success. Ultimately, the goal of English 7 is to empower students to read thoughtfully, write clearly, and speak persuasively—giving them the confidence to communicate effectively across all academic disciplines and beyond.

Teacher name and contact information:

Teacher: Mrs. Myers

Email: francesca.myers@sd273.com

Phone: 208-457-0933

Suggested student supplies:

- Pencils
- Paper
- Language Arts Folder
- Composition or Spiral Notebook
- Highlighter
- Wired Headphones

Board-approved curriculum and supplemental resources:

- **Resources:** *HMH Into Literature* 6–12 including approved novel selections

Standards covered:

Reading Comprehension (RC)

- 7.RC.1: Independently and proficiently read and comprehend texts that exhibit a midrange of complexity for grades 6–8.
- 7.RC.2: Regularly engage in a volume of reading to build knowledge and vocabulary.
- 7.RC.3: Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing.
- 7.RC.4: Read grade-level text with accuracy, automaticity, appropriate rate, and expression to support comprehension.
- 7.RC.5a: Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts.
- 7.RC.5b: Explain how particular elements of stories or dramas interact, including how the setting shapes the characters or plot.
- 7.RC.6a: Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.
- 7.RC.6b: Analyze how a text's structure contributes to its overall meaning and development of ideas.
- 7.RC.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.
- 7.RC.6d: Trace the argument and specific claims in a text and assess whether the evidence is sufficient to support the claims.

Writing (W)

- 7.W.1: Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.
- 7.W.2: Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning.
- 7.W.3: Write informational texts that introduce a topic clearly and develop the focus with relevant facts, definitions, concrete details, quotations, or other information.
- 7.W.4: Write personal or fictional narratives that establish a situation and narrator; use narrative techniques such as description, dialogue, pacing, and a variety of words and transitional phrases to develop the characters and convey the sequence of events.
- 7.W.5: With guidance and support from peers and adults, strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- 7.W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing projects.

Vocabulary Development (VD)

- 7.VD.1: Use context as a clue to the meaning of a word or phrase.
- 7.VD.2a: Interpret figurative language (e.g., euphemism, oxymoron) in context.
- 7.VD.2b: Use common, grade-appropriate Greek and Latin roots and affixes as clues to the meaning of a word.
- 7.VD.2c: Consult reference materials to find the pronunciation and determine the meaning of a word.
- 7.VD.2d: Analyze the impact of a specific word choice on meaning, tone, or mood.

Grammar and Conventions (GC)

- 7.GC.1a: Explain the function of phrases and clauses in general and their function in specific sentences.
- 7.GC.1b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- 7.GC.1c: Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers.
- 7.GC.1d: Recognize variations from Standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
- 7.GC.2a: Use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements.
- 7.GC.2b: Use commas to separate coordinate adjectives.
- 7.GC.3: Spell derivatives correctly by applying knowledge of bases and affixes.

Oral Discussion and Communication (ODC)

- 7.ODC.1: Engage in collaborative discussions about grade-level topics and texts.
- 7.ODC.2: Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
- 7.ODC.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 7.ODC.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence and sound reasoning.
- 7.ODC.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- 7.ODC.6: Adapt speech to a variety of contexts and tasks.

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:

Tests/Quizzes/ Projects/Large Writing Assignments: 60%

Classwork (daily assignments, class activities, and entry tasks): 40%

Other information:

Classroom Expectations: Students and parents should refer to the official Student Handbook regarding student conduct, dress within school boundaries, and cell phone policy. The handbook is located on River City Middle School's link on the district website: www.pfsd.com. The handbook is reviewed during the first week of school with students.

Please return this page to Mrs. Myers by Thursday, September 17

Student Name: _____

Course: **7th 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 school year.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: River City Middle School

Course title and description: 7th Grade Math In this 7th-grade math course, we'll explore ratios, proportional relationships, and rational numbers , preparing you to solve a wide range of real-world problems. We'll also dive into expressions, equations, and geometry , building the foundational skills needed for future math courses and everyday life.	Teacher name and contact information: Teacher: Ryan Booth Email: ryan.booth@sd273.com Phone: (208) 457-0933 1505 N Fir Street Post Falls, ID 83854 (208) 457-1673 Room #219
Suggested student supplies: • Notebook (dedicated only to math) • Pencils • Calculator	
Board-approved curriculum and supplemental resources: i-Ready Mathematics	
Standards covered: 7.RP. Ratios and Proportional Relationships • 7.RP.A. Analyze proportional relationships and use them to solve real-world and mathematical problems. ○ 7.RP.A.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. ○ 7.RP.A.2. Recognize and represent proportional relationships between quantities. ○ 7.RP.A.3. Use proportional relationships to solve multi-step ratio and percent problems. 7.NS. The Number System • 7.NS.A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. ○ 7.NS.A.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. ○ 7.NS.A.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. ○ 7.NS.A.3. Solve real-world and mathematical problems involving the four operations with rational numbers. 7.EE. Expressions and Equations • 7.EE.A. Use properties of operations to generate equivalent expressions. ○ 7.EE.A.1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. ○ 7.EE.A.2. Understand that rewriting an expression in different forms can shed light on the problem and how the quantities in it are related. • 7.EE.B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. ○ 7.EE.B.3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals).	

- **7.EE.B.4.** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.G. Geometry

- **7.G.A. Draw, construct, and describe geometrical figures and describe the relationships between them.**
 - **7.G.A.1.** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
 - **7.G.A.2.** Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions.
 - **7.G.A.3.** Describe the two-dimensional figures that result from slicing three-dimensional figures.
- **7.G.B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.**
 - **7.G.B.4.** Know the formulas for the area and circumference of a circle and use them to solve problems.
 - **7.G.B.5.** Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
 - **7.G.B.6.** Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

7.SP. Statistics and Probability

- **7.SP.A. Use random sampling to draw inferences about a population.**
 - **7.SP.A.1.** Understand that statistics can be used to gain information about a population by examining a sample of the population.
 - **7.SP.A.2.** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.
- **7.SP.B. Draw informal comparative inferences about two populations.**
 - **7.SP.B.3.** Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
 - **7.SP.B.4.** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
- **7.SP.C. Investigate chance processes and develop, use, and evaluate probability models.**
 - **7.SP.C.5.** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.
 - **7.SP.C.6.** Approximate the probability of a chance event by observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
 - **7.SP.C.7.** Develop a probability model and use it to find probabilities of events.
 - **7.SP.C.8.** Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

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

Return this page to your teacher.

Student Name: _____

Course: 7th Grade Math

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: _____

Post Falls School District Course Syllabus

School: River City Middle School

Course title and description: 7th Grade Math In this 7th-grade math course, we'll explore ratios, proportional relationships, and rational numbers , preparing you to solve a wide range of real-world problems. We'll also dive into expressions, equations, and geometry , building the foundational skills needed for future math courses and everyday life.	Teacher name and contact information: Victoria Maziarski victoria.maziarski@sd273.com 1505 N Fir Street Post Falls, ID 83854 (208) 457-1673 Room #113
Suggested student supplies: • Notebook (dedicated only to math) • Pencils • Dry Erase Marker • TI-30XIIS Scientific Calculator	
Board-approved curriculum and supplemental resources: i-Ready Mathematics	
Standards covered: 7.RP. Ratios and Proportional Relationships • 7.RP.A. Analyze proportional relationships and use them to solve real-world and mathematical problems. ○ 7.RP.A.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. ○ 7.RP.A.2. Recognize and represent proportional relationships between quantities. ○ 7.RP.A.3. Use proportional relationships to solve multi-step ratio and percent problems. 7.NS. The Number System • 7.NS.A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. ○ 7.NS.A.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. ○ 7.NS.A.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. ○ 7.NS.A.3. Solve real-world and mathematical problems involving the four operations with rational numbers. 7.EE. Expressions and Equations • 7.EE.A. Use properties of operations to generate equivalent expressions. ○ 7.EE.A.1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. ○ 7.EE.A.2. Understand that rewriting an expression in different forms can shed light on the problem and how the quantities in it are related.	

- **7.EE.B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**
 - **7.EE.B.3.** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals).
 - **7.EE.B.4.** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.G. Geometry

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- **7.SP.A. Use random sampling to draw inferences about a population.**
 - **7.SP.A.1.** Understand that statistics can be used to gain information about a population by examining a sample of the population.
 - **7.SP.A.2.** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.
- **7.SP.B. Draw informal comparative inferences about two populations.**
 - **7.SP.B.3.** Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
 - **7.SP.B.4.** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
- **7.SP.C. Investigate chance processes and develop, use, and evaluate probability models.**
 - **7.SP.C.5.** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.
 - **7.SP.C.6.** Approximate the probability of a chance event by observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
 - **7.SP.C.7.** Develop a probability model and use it to find probabilities of events.
 - **7.SP.C.8.** Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

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:

Return this page to your teacher.

Student Name: _____

Course: _____

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

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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: River City Middle School

Course title and description: 7th Grade Science Students will focus on learning foundational concepts in chemistry, physics, biology, geology, and astronomy. The class will include reading, completing written assignments, creating and interpreting graphs, conducting experiments, creating diagrams, watching educational videos, presenting information to the class, and participating in engineering activities.	Teacher name and contact information: Ross Carlson Email: ross.carlson@sd273.com River City Middle School 1505 N Fir Street Post Falls, ID 83854 (208) 457-0933 (Extension 4217) Room #217
Suggested student supplies: • Composition Notebook or Spiral Notebook (dedicated only to science) • #2 Pencils or a mechanical pencil • Lined paper	
Board-approved curriculum and supplemental resources: Elevate Science: Course 2 Textbook, Savvas Realize	
Standards covered: • Physical Science (MS-PS-2 – Motion and Stability: Forces and Interactions) ○ MS-PS-2.3 Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. ○ MS-PS-2.5 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. • Physical Science (MS-PS-4 – Waves) ○ 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. • Life Science (MS-LS-1 – From Molecules to Organisms: Structure and Processes) ○ 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. • Life Science (MS-LS-2 – Ecosystems: Interactions, Energy, and Dynamics)	

- **MS-LS-2.1** Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- **MS-LS-2.2** Construct an explanation 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.
- **Life Science (MS-LS-3 – Heredity: Inheritance and Variation of Traits)**
 - **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.
- **Life Science (MS-LS-4 – Biological Adaptation: Unity and Diversity)**
 - **MS-LS-4.6** Use mathematical models to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
- **Earth and Space (MS-ESS-2 – Earth’s Systems)**
 - **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-2.6** Develop and use a model to describe how unequal heating and Earth rotations cause patterns of atmospheric and oceanic circulation that determine regional climates.
- **Earth and Space (MS-ESS-3 – Earth and Human Activity)**
 - **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-ESS-3.2** Analyze and interpret data on natural hazards to forecast future catastrophic events to mitigate their effects.
 - **MS-ESS-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 argument based on evidence for how changes in human population and per-capita consumption of natural resources positively and negatively affect Earth’s systems.

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:

Return this page to your teacher.

Student Name: _____

Course: _____

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

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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: River City Middle School

Course title and description: 8th Grade Math This 8th-grade math course focuses on linear equations and functions , preparing students for algebra. We will also explore the Pythagorean theorem, volume of cylinders, cones, and spheres , and statistical models . The course aims to develop problem-solving skills and a strong foundation for future high school math.	Teacher name and contact information: Liz Ross liz.ross@sd273.com 1505 N Fir Street Post Falls, ID 83854 (208) 457-1673 Room #218
Suggested student supplies: • Notebook (dedicated only to math) • Pencils • Dry Erase Marker • TI-30XIIS Scientific Calculator	
Board-approved curriculum and supplemental resources: i-Ready Mathematics	
Standards covered: 8.NS. The Number System • 8.NS.A. Know that there are numbers that are not rational, and approximate them by rational numbers. ○ 8.NS.A.1. Know that numbers that are not rational are called irrational. ○ 8.NS.A.2. Use rational approximations of irrational numbers to compare their size, locate them approximately on a number line diagram, and estimate the value of expressions. 8.EE. Expressions and Equations • 8.EE.A. Work with radicals and integer exponents. ○ 8.EE.A.1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. ○ 8.EE.A.2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. ○ 8.EE.A.3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. ○ 8.EE.A.4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. • 8.EE.B. Understand the connections between proportional relationships, lines, and linear equations. ○ 8.EE.B.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. ○ 8.EE.B.6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane. • 8.EE.C. Analyze and solve linear equations and pairs of simultaneous linear equations. ○ 8.EE.C.7. Solve linear equations with one variable.	

- **8.EE.C.7.a.** Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions.
- **8.EE.C.7.b.** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms.
- **8.EE.C.8.** Analyze and solve pairs of simultaneous linear equations.
 - **8.EE.C.8.a.** Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
 - **8.EE.C.8.b.** Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations.
 - **8.EE.C.8.c.** Solve real-world and mathematical problems leading to two linear equations in two variables.

8.F. Functions

- **8.F.A. Define, evaluate, and compare functions.**
 - **8.F.A.1.** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
 - **8.F.A.2.** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
 - **8.F.A.3.** Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.
- **8.F.B. Use functions to model relationships between quantities.**
 - **8.F.B.4.** Construct a function to model a linear relationship between two quantities.
 - **8.F.B.5.** Describe qualitatively the functional relationship between two quantities by analyzing a graph.

8.G. Geometry

- **8.G.A. Understand congruence and similarity using physical models, transparencies, or geometry software.**
 - **8.G.A.1.** Verify experimentally the properties of rotations, reflections, and translations.
 - **8.G.A.2.** Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations.
 - **8.G.A.3.** Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
 - **8.G.A.4.** Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations.
 - **8.G.A.5.** Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
- **8.G.B. Understand and apply the Pythagorean Theorem.**
 - **8.G.B.6.** Explain a proof of the Pythagorean Theorem and its converse.
 - **8.G.B.7.** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
 - **8.G.B.8.** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
- **8.G.C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.**
 - **8.G.C.9.** Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

8.SP. Statistics and Probability

- **8.SP.A. Investigate patterns of association in bivariate data.**
 - **8.SP.A.1.** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities.

- **8.SP.A.2.** Know that straight lines are widely used to model relationships between two quantitative variables.
- **8.SP.A.3.** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
- **8.SP.A.4.** Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.

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:

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

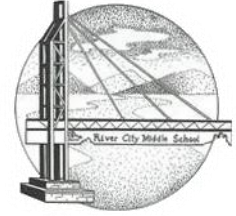
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

River City Middle School



Course title and description: 6th Grade Language Arts The purpose of this class is to strengthen a student's reading, writing, and speaking skills. This year students can expect to read a variety of fiction and non-fiction texts including novels, short stories, poetry, essays and various informational texts. Students can also expect to learn to write in various forms including brief writes, constructed paragraph responses and narrative, argumentative, and informational writing. Vocabulary and grammar skills will also be developed in this class. Because we are a community of learners, students should expect to work periodically in-group situations and to present information to peers in groups or individually.	Teacher name and contact information: Teacher: Mrs. Ratcliffe Email: shena.ratcliffe@sd273.com Phone: 208-457-0933 Ext. 4110
Suggested student supplies: • Language Arts Folder • Composition or Spiral Notebook	

- Pencil
- Highlighter

Board-approved curriculum and supplemental resources:

- **Resources:** *HMH Into Literature 6-12*

Standards covered:

Reading Comprehension (RC)

- RC.6.3: Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
- RC.6.5a: Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
- RC.6.5b: Describe how characters respond or change as the plot moves toward a resolution.
- RC.6.6a: 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.
- RC.6.6b: Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
- RC.6.6d: Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons from claims that are not.

Oral Communication and Discussion (OCD)

- OCD.6.1: 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 multiple perspectives through collaboration and reflection.
- OCD.6.2: 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.
- OCD.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- ODC.6.7. 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.

Vocabulary Development (VD)

- VD.6.1a: 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.

Grammar and Conventions (GC)

- GC.6.1a: Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
- GC.6.2a: Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive or parenthetical elements.
- GC.6.1f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

Research Skills (RS)

- RS.6.1: 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 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 while avoiding plagiarism and following a standard format for citation.

Writing (W)

- W.6.2: 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.
- W.6.3: 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 headings, graphics, and multimedia; and provide a concluding statement or section that is related to the information or explanation presented.
- W.6.4: 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 and reflects on the narrated experiences or events.

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:

Tests/Quizzes/ Projects/Large Writing Assignments: 60%

Classwork (daily assignments, class activities, and entry tasks): 40%

Other information:

Classroom Expectations: Students and parents should refer to the official Student Handbook regarding student conduct, dress within school boundaries, and cell phone policy. The handbook is located on River City Middle School's link on the district website: www.pfsd.com. The handbook is reviewed during the first week of school with students.

Return this page to Mrs. Ratcliffe.

Student Name: _____

Course: **6th Grade 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

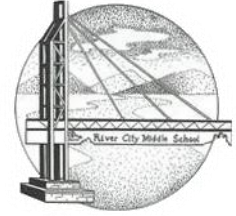
I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

River City Middle School



Course title and description: 6th Grade Social Studies In this class, students will explore the world around them by learning about the seven continents and five oceans, gaining a global perspective on Earth's physical layout. They will develop essential map skills, including how to read and interpret different types of maps, use a compass rose, and understand latitude and longitude. The course will also introduce a variety of landforms to help students recognize how Earth's surface is shaped. Additionally, students will explore the Five Themes of Geography: Location, Place, Human-Environment Interaction, Movement, and Region, using real-world examples to connect geography to everyday life. Through hands-on activities, discussions, and projects, students will build a strong foundation for understanding the physical and human world.	Teacher name and contact information: Teacher: Mrs. Ratcliffe Email: shena.ratcliffe@sd273.com Phone: 208-457-0933 Ext. 4110
Suggested student supplies: ● Pencils	

- Colored Pencils and/or Markers
- Lined Notebook Paper

Board-approved curriculum and supplemental resources:Resources:

- Evan-Moor *Daily Geography Practice* Grade 6
- Rand McNally Classroom Atlas

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:

6-9.WG.2.1 Apply latitude and longitude to locate places on Earth

6-9.WG.2.3 Describe the relative location of people, places, and objects by using positional words, including but not limited to cardinal directions and distance.

6-9.WG.2.4 Locate, map, and describe the climate of regions throughout the world and analyze their impact on human activity and living conditions.

6-9.WG.2.5 Identify major biomes and explain ways in which the natural environment and climate of places in regions throughout the world are related to affect settlement patterns and everyday life.

6-9.WG.2.6 Analyze and give examples of the consequences of human impact on the physical environment, including the role of technology.

6-9.WG.2.8 Describe major physical characteristics of regions throughout the world.

6-9.WG.2.16 Explain how human-caused changes in the physical environment in one place can cause changes in another place such as irrigation, air pollution, water pollution, and deforestation.

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:

Tests/Quizzes/ Projects: 60%

Classwork (daily assignments, class activities, and entry tasks): 40%

Other information:

Classroom Expectations: Students and parents should refer to the official Student Handbook regarding student conduct, dress within school boundaries, and cell phone policy. The handbook is located on River City Middle School's link on the district website: www.pfsd.com. The handbook is reviewed during the first week of school with students.

Return this page to Mrs. Ratcliffe

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:

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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: River City Middle School

Course title and description: <u>Course Title:</u> Robotics/Coding <u>Description:</u> In this hands-on course, we will explore the exciting world of robotics through building, programming, and problem-solving. We'll use LEGO Education robotics kits and the online platform Code.org to design, build, and program robots to complete various challenges. Get ready to work in teams, think creatively, and learn how technology can solve real-world problems.	Teacher name and contact information: • Teacher: Ryan Booth • Email: ryan.booth@sd273.com • Phone: (208) 457-0933
Suggested student supplies: None needed.	
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. Code.org: This online platform provides a fun and interactive introduction to the fundamentals of computer science and programming. We will use this resource to learn coding concepts before applying them to our robots. LEGO education Robotics Kits: We will be using LEGO Mindstorms EV3 kits as well as the SpikePrime LEGO Education kits for our projects. These kits allow students to build and program real-world robots and mechanisms.	

Standards covered:

Computational Thinking (CT):

- **Algorithms and Programming:** Students learn to compare different algorithms, apply an iterative design process, create and analyze control structures (like loops), predict algorithm outcomes, and debug programs to improve quality.

Engineering and Design Standards

- **MS-ETS1-1: Define Engineering Problems:** Students learn to precisely define the criteria and constraints of a design problem to ensure a successful solution.
- **MS-ETS1-2: Evaluate Competing Design Solutions:** Students use a systematic process to evaluate how well different solutions meet the problem's criteria and constraints.
- **MS-ETS1-3: Analyze Data from Tests:** Students analyze test data to identify the best features of various solutions to create a better, combined solution.
- **MS-ETS1-4: Develop Models for Testing:** Students develop models to generate data for iterative testing and modification of a design until an optimal solution is achieved.

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:

Return this page to your teacher.

Student Name: _____

Course: Robotics/Coding

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.
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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:

Course title and description: Physical Education: The goal of this course is to help students to develop a lifelong appreciation for physical activity and a healthy lifestyle. This course will introduce you to a variety of sports, fitness activities, and health concepts. We'll focus on teamwork, sportsmanship, and personal improvement.	Teacher name and contact information: Miss Schoening Jordan.Schoening@sd273.com
Suggested student supplies: Appropriate Gym Attire: (School can help arrange for clothing or shoes for students. Please contact me if needed.) ● T-Shirt or Sweatshirt: Should be loose-fitting and have sleeves ● Shorts or Sweatpants: Should be loose-fitting and appropriate length. Jeans, cargo pants, and non-athletic bottoms are not typically allowed ● Athletic Shoes and Socks: Proper athletic shoes, like sneakers or running shoes, are a safety requirement. Footwear like boots, sandals, crocs, and opened-toed shoes are prohibited.	
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: Grades 6-8 Physical Education Standards Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns needed to perform a variety of physical activities. ● Learning Objectives: ○ 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, 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.

Standard 2: The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.

- **Learning Objectives:**

- **6-8.PE.2.1.1:** Identify and apply the critical elements, strategies, and tactics of higher-level movements.
- **6-8.PE.2.1.2:** Identify principles of practice and biomechanics that enhance movement performance.
- **6-8.PE.2.1.3:** Apply external feedback to guide and improve performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

- **Learning Objectives:**

- **6-8.PE.3.1.1:** Participate in developmentally appropriate moderate to vigorous physical activity for a minimum of 50% of the lesson time.
- **6-8.PE.3.1.2:** Participate daily in moderate to vigorous physical activity during and outside of class as recommended by public health guidelines.
- **6-8.PE.3.1.3:** With teacher assistance, interpret the results of fitness measures and set and achieve attainable personal health-related fitness goals.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- **Learning Objectives:**

- **6-8.PE.4.1.1:** Exhibit responsible behavior in a variety of physical activity settings.
- **6-8.PE.4.1.2:** Work independently and cooperatively in groups to complete tasks and challenges.
- **6-8.PE.4.1.3:** Develop and apply conflict resolution skills in physical activity settings.

- **Example Units:**

- Team Building & Cooperative Games
- Sportsmanship & Ethical Behavior
- Communication Skills & Conflict Resolution
- Leadership & Peer Coaching

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- **Learning Objectives:**

- **6-8.PE.5.1.1:** Identify the short and long-term benefits of physical activity on physical, mental, and social health.
- **6-8.PE.5.1.2:** Recognize and seek out physical activities that provide a sense of personal enjoyment or challenge.
- **6-8.PE.5.1.3:** Discuss how physical activity can be used for self-expression and social interaction.

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:

Return this page to your teacher.

Student Name: _____

Course: _____

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

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Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: River City Middle School

Course title and description: Physical Education: The goal of this course is to help students to develop a lifelong appreciation for physical activity and a healthy lifestyle. This course will introduce you to a variety of sports, fitness activities, and health concepts. We'll focus on teamwork, sportsmanship, and personal improvement.	Teacher name and contact information: Mr. Leary Shaun.Leary@sd273.com
Suggested student supplies: Appropriate Gym Attire: (School can help arrange for clothing or shoes for students. Please contact me if needed.) ● T-Shirt or Sweatshirt: Should be loose-fitting and have sleeves. ● Shorts or Sweatpants: Should be loose-fitting and appropriate length. Jeans, cargo pants, and non-athletic bottoms are not typically allowed. ● Athletic Shoes and Socks: Proper athletic shoes, like sneakers or running shoes, are a safety requirement. Footwear like boots, sandals, crocs, and opened-toed shoes are prohibited.	
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: Grades 6-8 Physical Education Standards Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns needed to perform a variety of physical activities. ● Learning Objectives: ○ 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, 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.

Standard 2: The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.

- **Learning Objectives:**

- **6-8.PE.2.1.1:** Identify and apply the critical elements, strategies, and tactics of higher-level movements.
- **6-8.PE.2.1.2:** Identify principles of practice and biomechanics that enhance movement performance.
- **6-8.PE.2.1.3:** Apply external feedback to guide and improve performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

- **Learning Objectives:**

- **6-8.PE.3.1.1:** Participate in developmentally appropriate moderate to vigorous physical activity for a minimum of 50% of the lesson time.
- **6-8.PE.3.1.2:** Participate daily in moderate to vigorous physical activity during and outside of class as recommended by public health guidelines.
- **6-8.PE.3.1.3:** With teacher assistance, interpret the results of fitness measures and set and achieve attainable personal health-related fitness goals.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- **Learning Objectives:**

- **6-8.PE.4.1.1:** Exhibit responsible behavior in a variety of physical activity settings.
- **6-8.PE.4.1.2:** Work independently and cooperatively in groups to complete tasks and challenges.
- **6-8.PE.4.1.3:** Develop and apply conflict resolution skills in physical activity settings.

- **Example Units:**

- Team Building & Cooperative Games
- Sportsmanship & Ethical Behavior
- Communication Skills & Conflict Resolution
- Leadership & Peer Coaching

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- **Learning Objectives:**

- **6-8.PE.5.1.1:** Identify the short and long-term benefits of physical activity on physical, mental, and social health.
- **6-8.PE.5.1.2:** Recognize and seek out physical activities that provide a sense of personal enjoyment or challenge.
- **6-8.PE.5.1.3:** Discuss how physical activity can be used for self-expression and social interaction.

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:

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



Social Studies | 7th Grade | Mrs. Palmer

COURSE TITLE & DESCRIPTION

- Social Studies
- 7th Grade
- Ancient Civilizations

TEACHER NAME & CONTACT INFORMATION

- **Name:** Alex Palmer
- **Email:** alexandra.palmer@sd273.com
- **School Phone #:** (208) 457-0933.

SUGGESTED STUDENT SUPPLIES

Supplies: a writing utensil, a composition book, a folder

BOARD-APPROVED CURRICULUM AND SUPPLEMENTAL RESOURCES

- *Ancient Civilizations*. (2019). Houghton Mifflin Harcourt.

STANDARDS COVERED

- 7.H.1: Use historical thinking skills to describe and explain change over time and continuity in human history.
- 7.H.1.1: Describe how different historical eras have been defined by major political, economic, social, or cultural developments.
- 7.H.2: Develop and apply chronological knowledge to analyze historical events.
- 7.H.2.1: Analyze and describe the causes and effects of major historical events and periods.
- 7.H.3: Use historical research and inquiry skills to pose questions, seek answers, and develop conclusions.
- 7.H.3.1: Identify and evaluate primary and secondary sources to construct arguments and communicate conclusions.
- 7.G.1: Use geographic skills and tools to analyze and explain how geographic characteristics have influenced historical events.
- 7.G.1.1: Describe the major physical and human characteristics of regions in the Eastern Hemisphere.
- 7.G.2: Analyze how human and environmental factors shape societies.
- 7.G.2.1: Analyze and explain how human and environmental factors influenced the movement of peoples, goods, and ideas.
- 7.C.1: Explain the purposes of government.
- 7.C.1.1: Compare and contrast forms of government in historical and contemporary societies.
- 7.C.2: Analyze the rights and responsibilities of citizens.
- 7.C.2.1: Describe the rights, responsibilities, and duties of citizens in different forms of government.
- 7.E.1: Explain fundamental economic concepts.
- 7.E.1.1: Describe the role of specialization and trade in the development of human societies.
- 7.E.2: Understand the relationship between economic decisions and historical events.
- 7.E.2.1: Analyze the economic choices made by societies and individuals and their consequences.
- 7.GP.1: Analyze the causes and consequences of global issues and events.
- 7.GP.1.1: Describe how social and cultural interactions have contributed to global issues and events.
- 7.GP.2: Understand how historical events and geographic characteristics influence current global issues.
- 7.GP.2.1: Explain the ongoing influence of historical and geographic factors on global issues.

GRADING

Grade 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 *NOT* weighted

OTHER INFORMATION

A copy of this document (as well as other *Classroom Policies*) will be available via Google Classroom.

Syllabus

Social Studies | 7th Grade | Mrs. Palmer



Return this page to your teacher

Student Name: _____

Course: 7th Grade Social Studies with Mrs. Palmer

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Parent/Guardian Signature: _____ Date: _____