

ST. PETER MIDDLE SCHOOL

**2012-2013
STUDENT REGISTRATION BOOKLET**

MISSION STATEMENT

THE FOLLOWING IS THE MISSION STATEMENT REFLECTING THE PURPOSE OF ST. PETER DISTRICT SCHOOLS.

To inspire a passion for learning that encourages and enables all individuals to realize their highest potential.

BELIEF STATEMENTS

THE FOLLOWING BELIEF STATEMENTS REPRESENT THE SCHOOL DISTRICT'S FUNDAMENTAL CONVICTIONS, ITS VALUES, AND ITS CHARACTER.

We believe in:

- **a guaranteed and viable curriculum;**
- **taught by skilled teachers;**
- **in a safe, orderly and caring environment with all systems focused on student learning and achievement.**

SAINT PETER MIDDLE SCHOOL PHILOSOPHY

It is recognized by Independent School District No. 508 that students are emerging adolescents who are experiencing profound changes in growth in the intellectual, physical, social, and psychological areas of their lives. These changes call for a unique learning environment where each individual can mature, achieve success and be challenged at his/her own developmental rate.

Intellectually, middle grade students are moving from concrete thinking to abstract thinking.

Physically, middle grade students need to understand and accept the changes in their bodies while assuming responsibility for their own wellness.

Socially, middle grade students are more involved in peer relations and have a strong need for peer acceptance. They need to learn to assume responsibility for their own social actions.

During this time, students are seeking their identity. Positive self-esteem, the need for recognition and the need for success in both academic and social situations are critical.

The middle school provides an environment that allows a smooth transition for students as they move from elementary to high school years. The middle school education builds upon skills acquired in previous learning experiences and provides the opportunity to explore new areas of interest that will give direction for future choices. It is essential that the atmosphere of the middle school and the attitudes of the staff be child-centered.

**PROGRAMS AVAILABLE FOR ADDITIONAL
ASSISTANCE INCLUDE:**

- **HIGH SCHOOL TUTORS**
- **TEACHERS (AVAILABLE BEFORE AND AFTER SCHOOL)**
- **COUNSELING SERVICES**
- **MATH RESOURCE ROOM**
- **LITERACY CENTER**

St. Peter High School – 7th Grade Supply List

It helps the students stay organized if they color-coordinate the notebooks with the textbooks. For this reason, classes are recommending specific colored folders:

English

2 college ruled notebooks
1 yellow folder
colored pencils
pencils
1 pen – erasable

Pre-Algebra

2 blue notebooks
1 blue folder
calculator that performs fractions
pencils
book cover
Pen (to correct with)

Physical Education

dark blue shorts/workout pants
white t-shirt
socks
tennis shoes (non-marking soles)
deodorant and shampoo in plastic containers (optional)
one-piece swimsuit for swimming unit
towel (optional)

Family and Consumer Science

1 2-pocket folder
25 sheets loose-leaf paper
black or blue pen
pencils

Keyboarding

pencils/ pens

Geography

2 college ruled notebooks
1 red folder
colored pencils
pencils
flash drive

Science

1 college ruled notebook
1 green folder
colored pencils
scissors
pencils
flash drive

Art

2 or 3 pencils
eraser/extra soft – white
ruler

Reading

1 college ruled notebook
pencils
folder

French

notebook
folder
pens/pencils

Spanish

notebook
pens/pencils
folder
2 different colored pens
than what you would
normally use (ex. purple &
green)

*Box of Kleenex for locker

*Separate notebooks are suggested (instead of 3-subject notebooks) and should be kept in a 3-ring binder.

*Students are encouraged to have a bottle of hand sanitizer to keep in locker

*We recommend that students also have a jump drive to save their papers and projects for various classes.

St. Peter High School – 8th Grade Supply List

It helps the students stay organized if they color-coordinate the notebooks with the textbooks. For this reason, classes are recommending specific colored folders:

English

2 college ruled notebooks
1 yellow folder
pencils/erasers

Algebra

2 blue notebooks
1 blue folder
pencils
calculator that performs fractions
book cover

Art

2 or 3 pencils
eraser/extra soft – white
ruler

Physical Education

dark blue shorts
white t-shirt
socks
tennis shoes (non-marking soles)
one-piece swimsuit for swimming unit
deodorant and shampoo in plastic containers (optional) pens/pencils

Spanish

notebook
pens/pencils
folder
2 different colored pens than what you would normally use (ex. purple & green)
dry erase marker

US History

2 red single-subject college ruled notebooks
colored pencils
pencils
1 red folder
1 stretchable book cover
highlighters

Science

1 bound composition notebook
1 green folder
colored pencils

Health

notebook
pens/pencils
calculator & folder

French

notebook
folder

Civics

folder
notebook
pencil

*Box of Kleenex for locker

*Separate notebooks are suggested (instead of 3-subject notebooks) and should be kept in a 3-ring binder

*Students are encouraged to have a bottle of hand sanitizer to keep in locker

*We recommend that students also have a jump drive to save their papers and projects for various classes.

ST. PETER SCHOOL BREAKFAST/LUNCH PROGRAM

The school will accept any amount of money (\$4.00 minimum— checks made out to St. Peter High School) for student lunches. The amount sent will be entered into the student's account which will be stored in the computer. When a lunch is charged to a student, the amount of the lunch will be subtracted from the account balance. When the balance reaches \$0.00, the student will be notified that more money will need to be deposited. If a negative balance persists, the student's parents/guardian will be contacted.

A student may purchase only one student-priced meal per day on their account. Additional meals may be purchased on that account but each additional meal will be charged the adult price. In addition to a student meal, a student may add a second entrée to their meal for an additional fee. Milk is part of the student and adult meal but may also be purchased separately.

Another very important aspect of this system is the anonymity it gives to students who are on free and reduced lunches. No one will know the status of students except the person who is authorized and needs to know. If students were on free or reduced lunch, they will continue to be kept on the program until September 30 of the next school year. However, new applications must be submitted for approval before then.

Breakfasts will be served also – they are available from 7:30 to 7:45 a.m.

Students may turn in their lunch money to the cashier in the cafeteria. Lunch money may also be turned in to the school office.

We think the benefits of this system will please parents and give us greater accountability for student meals.

GRADE 7 2012-2013 REGISTRATION FORM

STUDENT'S NAME _____ TEACHER'S NAME _____
PARENT/GUARDIAN SIGNATURE _____

CORE COURSES: (REQUIRED)

English 7 or Advanced English 7 -- all year, 45 minutes

Pre-Algebra 7 -- all year, 45 minutes

Science 7 -- all year, 45 minutes

Geography 7 -- all year, 45 minutes

Physical Education 7 -- 3 quarters, 90 minutes, every other day

Keyboarding 7 -- 1 quarter, 45 minutes, every other day

(-->) MUSIC COURSES: You may take both Band and Choir. Students who chose both Band and Choir will not have a study hall. Students who choose neither, will have a 90-minute study hall every other day.

Choir 7 -- all year, 45 minutes, every other day

Band 7 -- all year, 45 minutes, every other day

EXPLORATORY COURSES: (REQUIRED) Times may be subject to change.

Art 7 -- 1 semester, 45 minutes

Family and Consumer Science 7 -- 1 semester, 45 minutes

(-->) # FOREIGN LANGUAGE COURSES: (POSSIBLE ELECTIVE)

Middle School French IA -- all year, 45 minutes

Middle School Spanish IA -- all year, 45 minutes

@ Reading 7 -- all year, 45 minutes

(-->) = Indicates a choice must be elected. Once choices for classes have been made, students may not be able to switch to different classes due to class sizes.

(#) = Indicates a *possible* elective—dependent on teacher recommendation, standardized test scores, and classroom performance.

(@) Some students will be enrolled all year, dependent on the student's reading level. Students who are enrolled in Reading 7, not will be able to register for a foreign language as a seventh grader.

GRADE 8 2012-2013 REGISTRATION FORM

STUDENT'S NAME _____ TEACHER'S NAME _____
PARENT/GUARDIAN SIGNATURE _____

CORE COURSES: (REQUIRED)

English 8 or Advanced English 8 -- all year, 45 minutes
(-->) Algebra 1 Skills (Linear), Algebra I (Linear), or *Advanced Algebra I -- all year,
45minutes **(circle one)**
Science 8 -- all year, 45 minutes
U.S. History 8 -- all year, 45 minutes
Physical Education 8 -- 3 quarters, 90 minutes, every other day
Civics 8 -- 1 quarter, 45 minutes, every other day

(-->) ARTS COURSES: (You may take both Band and Choir. Students who chose both Band and Choir may take Art. Students who do not choose any Arts courses will have a 90-minute study hall every other day.):

Choir 8 -- all year, 45 minutes, every other day
Band 8 -- all year, 45 minutes, every other day
Art 8 -- 1 semester, 45 minutes, every other day

EXPLORATORY COURSES: (REQUIRED) (Times may be subject to change.)

Technology Education 8 --1 semester, 45 minutes
Health 8 -- 1 semester, 45 minutes

(-->) FOREIGN LANGUAGE COURSES: (*POSSIBLE* ELECTIVE)

Middle School French IB -- all year, 45 minutes
Middle School Spanish IB -- all year, 45 minutes
@ Reading 8 -- all year, 45 minutes.

@ = Some students will be enrolled in this course all year, dependent on the student's reading level. Students who are enrolled in this course will not register for a foreign language course.

(#) = Indicates a *possible* elective—dependent on teacher recommendation, standardized test scores, and classroom performance.

* = Please be aware of expectations for advanced classes. See course description.

(-->) = Indicates a choice must be elected. Once choices for classes have been made, students may not be able to switch to different classes due to class sizes.

ST. PETER MIDDLE SCHOOL

COURSE DESCRIPTIONS

SEVENTH GRADE COURSE SYNOPSIS

ENGLISH 7:

Seventh grade English focuses upon the development of:

- Six Trait writing;
- reference skills;
- parts of speech;
- sentence and paragraph construction;
- essay writing;
- vocabulary skills;
- the study of short stories;
- the study of novels; and
- recreational reading.

The student will effectively learn to demonstrate skills in the areas of: research skills, applying critical listening and thinking skills, identifying elements of short stories and novels, recognizing poetic devices, improving on spelling, developing grammar and vocabulary skills, and developing the practice of reading as a recreational experience.

Students will be required to develop a vocabulary log, a fiction journal, an epilogue, and conduct a panel discussion. Length of time spent on these activities varies. Grading for seventh grade English is through daily work, quizzes, projects and exams. Minnesota Academic Standards are embedded in this class.

PRE-ALGEBRA 7

This course provides students with an introduction to the concepts of algebra, such as:

- combining like terms;
- applying the product of powers rule;
- solving equations;
- graphing functions;
- operating with rational numbers;
- finding slopes of lines; and
- simplifying polynomials.

Other topics in mathematics such as geometry, probability, statistics, and measurement will be integrated throughout the course to provide a stronger foundation in mathematics for future courses.

Each student will need to master the basic operations of mathematics, and develop problem solving skills. Preparation for higher level courses in mathematics will be emphasized. Minnesota Academic Standards are embedded in this class.

Daily homework will be assigned. Short quizzes and chapter tests will be given periodically throughout the course.

SCIENCE 7

Science 7 addresses topics related to Life Science. This course is divided into six sections: Science Essentials, Plants and Classifications, Classifications and Diversity of Life, Human Anatomy and Physiology, Genetics, and Ecosystems.

The objectives of the course will be to use science as a means to achieve the development of reading, writing, listening, mapping, interpreting, note-taking and problem-solving skills. The Minnesota Science Standards are embedded in this class.

GEOGRAPHY 7

There are five fundamental themes taught in geography. They are: location/place, human environment, interaction, movement and regions. These themes form the framework through which students study the world. In seventh grade social studies, we apply geographic skills, concepts, and the five themes in a regional study of the world. Geography 7 will aid the student in acquiring the knowledge to present, and analyze geographic information. Students will be asking geographic questions, while developing and testing geographic generalizations. They will work to develop a sense of responsibility towards self, family, and community, while gaining a global perspective.

Students will be assessed through the work on their daily assignments, projects, quizzes, map and unit tests, and the final project.

Students will be expected to demonstrate an understanding of how regions of the world are defined in terms of location, resources, people, cultures, and physical features. The interconnections of global systems will also be studied. Students will be responsible for:

- identifying current or historical issues or conflicts that involve a particular region;
- using mental maps to show locations or regions;
- describing a region's physical and cultural characteristics;
- describing a region's economic development; and
- describing how an issue or conflict is influenced by location and physical/cultural geography.

PHYSICAL EDUCATION 7

Physical education meets every-other-day for three quarters. Many areas are covered in seventh grade physical education. Team sports played include: soccer, basketball, volleyball, flag football, softball, and badminton. Individual activities include physical fitness testing, swimming, track and field, line dancing, weight training, and heart rate monitors.

Students will be assessed through skills tests as well as written tests. They are expected to dress appropriately for participation. Personal dress shall include: gym shoes, white t-shirt, dark blue shorts, socks, and gym bag.

KEYBOARDING 7

Students will learn to type by "touch" without looking at their keys and using the home row. Keyboarding lessons will begin with an introduction to all letters of the alphabet and include punctuation and capital letters. Throughout the lesson work, various games and activities will be used to reinforce the "touch" technique.

Keyboarding is a skill that all students should be able to master at one level or another. It is a skill that will make the students' high school career go more smoothly, as well as throughout the rest of their lives in this age of technology. Typing speed is less of a concern, but activities to increase typing speed will also be covered.

Students taking Keyboarding 7 will not need to bring anything to class. However, an email address is required for the learning management software that is used.

~~~~~ **MUSIC COURSES** ~~~~~

**CHOIR 7**

Seventh grade choir is a performing choir that introduces healthy choral singing and voice development through performance of vocal music appropriate to the age level. Independence of harmony parts is emphasized as well as the use of a daily sight-singing series, the teaching of musical elements and choral warm-ups. Students will participate in two or three public performances during the year.

Students will be assessed through daily participation points, written work, group voice lessons and quarterly exams.

**BAND 7**

Seventh grade band meets every-other-day for the entire school year. Students will play a variety of music that continues to challenge band students to help them progress into fine musicians. The seventh grade band will perform several public concerts throughout the school year.

Band students will also receive instruction on their instrument in small group lessons, which will meet once each week.

Student grades are based heavily on lesson preparation and performance. Other factors included in the band grade include rehearsal and concert participation, cooperation, memorized scales, and written tests on musical knowledge.

~~~~~ **EXPLORATORY COURSES** ~~~~~

ART 7

Students will study the design elements and principles. They will learn how these elements interact to create art works. A variety of media will be used to explore the elements and principles. Units that will be explored include drawing, watercolors, clay sculpture, costume design (paper mache') and paint. Several artists and styles will be studied. Of particular emphasis will be the students' development of technical skills using art tools and manipulating materials.

FAMILY AND CONSUMER SCIENCE 7

The purpose of this course is to expose students to the area of family and consumer science. Areas of learning include:

- recognizing factors that contribute to the development of self-esteem, self-image and identity;
- character building strategies and communication skills that enhance quality of life;
- networking within the community;
- meeting criteria for quality health;
- recognizing the major nutritional problems of today;
- identifying safe and sanitary food preparation;
- selecting and serving nutritious foods for good health; and
- learning safe sewing construction techniques with an emphasis on consumerism and task management skills.

Students will be assessed through written work, oral presentations, lab participation, cooperative teamwork and tests.

~~~~~ **FOREIGN LANGUAGE COURSES** ~~~~~

MIDDLE SCHOOL SPANISH IA *(Middle School Spanish IA is a prerequisite for Middle School Spanish IB)

This course is an introduction to the study of the Spanish language and the Hispanic culture. Middle School Spanish 1A is the equivalent of the first half of the Spanish 1 senior high course. The four language skills of listening, speaking, reading, and writing will be taught using a conversational approach. Students are assessed through quizzes, mini-quizzes and unit exams on learned topics.

*** It is suggested students follow up with Middle School Spanish IB in eighth grade.**

MIDDLE SCHOOL FRENCH IA *(Middle School French IA is a prerequisite for Middle School French IB)

This course is an introduction to the study of the French language and the French-speaking world. Middle School French IA is comparable to the first half of the French 1 senior high course. The four language skills of listening, speaking, reading, and writing will be taught using a conversational approach.

Students will be given the opportunity to attend a weekend immersion camp program offered by Concordia Language Villages. In addition, students will be given the opportunity to have French pen pals who are learning English in a middle school in St. Avold, France.

Students are graded based on their scores on regular quizzes, tests and homework assignments.

*** It is suggested students follow up with Middle School French IB in eighth grade.**

LITERACY CONCEPTS AND SKILLS 7

This class will assist students in the development of higher level reading and thinking skills. The major objective of the class is to increase students' reading skills. However, all students will work at further developing their reading skills. Students will be working on the following:

- formulating main ideas in paragraphs;
- identifying supporting details in paragraphs;
- structurally organizing paragraphs by using several study skills methods such as SQ3R and mapping, questioning, inference, synthesizing;
- identifying facts, opinions and various points of view;
- identifying higher level reading strategies such as generalizations, inferences, moods, tones, and biases; and
- identifying propaganda techniques.

Several days a week students will be working on skills. On other days they will be working in groups to complete the reading of an in-class novel. They will be responsible for answering comprehension questions which focus on this novel. Students will be assessed by applying critical reading strategies to nonfiction articles.

EIGHTH GRADE COURSE SYNOPSIS

ENGLISH 8

Eighth grade general English focuses on sentence and paragraph construction, creative writing, vocabulary skills, spelling, parts of speech, recreational reading, and the study of poetry, short stories and novels.

The Six Trait writing assignment stresses conventions and will be completed during the Tall Tale unit. Literature appreciation is developed through the study of short stories and novels. The elements of literature are stressed and examined. Composition skills are enhanced through in-class writing assignments and literature-based reaction papers. Students are assessed on homework, tests, quizzes and projects. Minnesota Academic Standards are embedded in this class.

ALGEBRA I SKILLS (LINEAR) 8

In this course a conceptual approach will be taken and continued review of prior material will be emphasized.

Students will reinforce their understanding of the algebraic concepts and skills developed in earlier grades. Students will develop new skills such as factoring, simplifying rational expressions, working with square roots, solving more complex problems, and integrating graphing into problem solving.

Students will study linear functions in different formats: tables, graphs, and equations and distinguish between linear and nonlinear functions. Students will study the algebra of slope, equations, inequalities, systems of equations, and parallel of perpendicular lines.

Students will continue to analyze data and study probability through the creation and interpretation of scatter plots and the approximations of lines of best fit.

ALGEBRA I (LINEAR) 8

This course will reinforce the algebraic concepts and skills developed in earlier grades. It will also challenge students by introducing and developing new skills such as factoring, simplifying rational expressions, simplifying square roots, solving more complex word problems and integrating graphing into problem solving.

Prerequisites for this course: students must have successfully completed seventh grade pre-algebra, and students should be prepared to do 20-30 minutes of homework per day.

ADVANCED ALGEBRA I -- 8

The topics included in Linear Algebra and Quadratic Algebra will be combined in this one-year course. Students will study functions of linear, quadratic exponential, and others in the context of tables, graphs, and equations. Students will study inequalities and systems of equations and inequalities, factor expressions, simplify polynomial and rational expressions, and expressions that involve roots. Students will continue their work with data analysis and probability by creating and interpreting data displays, using data displays and measures to draw conclusions, use lines of best fit to make predictions, and calculate probabilities and apply probability concepts in real-world situations.

This is a performance-based course which uses tests for evaluation. It is required that daily assignments be completed satisfactorily. Students registering for this course must score high on the established pretest, have a grade of an "A" or "B+" on previous math courses, and anticipate the average homework expectations will be 30-40 minutes per day. Students in this class need to demonstrate good work habits, including getting homework done on time and studying for exams. Minnesota Academic Standards are embedded in this class.

Students are reminded that this course is considered a high school elective. Students' high school grade point average (G.P.A.) will be affected by their quarter grades in this course. The high school attendance policy applies to this course.

SCIENCE 8

Science 8 deals with topics related to Earth Systems. This course is divided into four units: Plate Tectonics, Astronomy, Meteorology, and Rocks and Minerals.

The objectives of the course will be to use science as a means of developing reading, writing, listening, mapping, interpreting, note-taking, and problem-solving skills. Minnesota Academic Standards are embedded in this class.

U.S. HISTORY 8

The eighth grade American History course is designed to give students an overview of the following areas: Western frontier expansion and migration, slavery in America, Civil War and Reconstruction, the vanishing frontier, politics of the early 20th century, the rise of industry, Spanish-American War, World War I, the Great Depression, World War II and post-war America. Local, national and international current events will be stressed so that students can see how these events relate to the past.

The students should be able to understand the following:

- the causes and effects of the following wars:
 - (a) Civil War
 - (b) Spanish-American War
 - (c) World War I
 - (d) World War II
- the historical causes and effects of the Great Depression,
- the critical issues the American people have faced throughout history,
- the importance of diversity in American society and culture, and
- the roles that the United States has played in world affairs throughout history.

Activities will include unit tests, quizzes, news quizzes, class discussions, small group work, special project reports and worksheets.

The student shall demonstrate knowledge of the facts and sequences of historical events, the origins and shaping influences of various points of view, and historical events in relationship to themes of change and migration by:

- analyzing historical events from the point of view of participants,
- illustrating a theme of change or migration that encompasses historical events, and
- describing how citizens contribute to a changing community through participation.

PHYSICAL EDUCATION 8

Physical education meets every-other-day, all year. In addition to physical fitness testing, students will be involved in learning how to play the following activities: speedball, basketball, volleyball, swimming, folk and square dancing, recreational games, track and field events, and softball.

The objectives of the course include the following:

- to develop and improve fundamental skills;
- to provide equal competition for girls and boys;
- to improve self-esteem and mutual respect;
- to create positive peer relationships;
- to create an awareness of physical fitness and the importance of fitness for a healthy lifestyle; and
- to emphasize and promote an awareness of safety.

CIVICS 8

Civics 8 meets every other day for a quarter. Students will study citizenship in the United States and the U.S. Constitution. Students will examine their role as a U.S. citizen as well as their rights and responsibilities as they are explained in the Constitution.

Students will be assessed through daily work, tests, and quizzes.

~~~~~ **ARTS COURSES** ~~~~~

CHOIR 8

Eighth grade choir is a performing choir that continues to develop the area of healthy choral singing through the performance of vocal music appropriate to age level. Increasing independence of harmony parts is emphasized as well as the use of a daily

sight-singing series, choral warm-ups and the review of musical elements. The class is primarily intended as a continuation of skills learned in seventh grade choir, and prior experience is preferred but not required. Students will participate in two or three public performances during the year.

Students will be assessed through daily participation points, written work, group voice lessons and quarterly exams.

BAND 8

This class meets every-other-day for the entire school year. All styles of age appropriate music will be presented for study and performance. The band will perform several public concerts during the year. Toward the end of the school year the band will start preparing for the summer marching program.

Band students will also receive instruction on their instrument in a small group lesson, which will meet once each week. Students will study from a lesson method book. Students will be encouraged to refine their musical skills for study each quarter. All band students will be encouraged to refine their musical skills to the highest possible level.

Student grades are based primarily on performance of weekly lesson music. Other factors included in the band grade are cooperation and participation in full band rehearsals and concerts.

ART 8

This course is designed to give students as much insight into aspects and experiences of the visual arts as possible. It will concentrate on art elements, structural principles and cultural contexts. Through a number of different experiences, students will gain a better understanding and appreciation for the visual arts and their relationship to their community and world cultures. The work of fine artists and architects will be examined as part of this broad study of art. Specific artists studied in this course are Frank Lloyd Wright, Auguste Rodin, Serurat, Van Gogh, Matisse and Picasso. Styles of art studied will be: Impressionism, Fauvism and Cubism. A variety of media will be presented including painting, clay, and collage.

Students will experiment with a variety of tools and materials. They will demonstrate developed skills and will increase their expressive ability gained through the use of these skills. Students will recognize the validity and characteristics of different styles of art. They will be provided with opportunities to demonstrate an open-mindedness toward these various visual art styles. Students will use and expand their own curiosity and creativity, and will experience an increase in their own visual literacy.

~~~~~ **EXPLORATORY COURSES** ~~~~~

TECHNOLOGY EDUCATION 8

This course is designed to allow students to be able to explore various technical and industrial areas of study. Students will find possible paths or links to future careers or courses of study. These units include but are not limited to the following:

- | | |
|-------------------------------|--|
| A. Small Engines | K. Research and Development (dragsters)* |
| B. Radio Production | L. Robotics |
| C. Computer Aided Drafting | M. Bridge Engineering |
| D. Computer Animation | N. Fluid Power |
| E. Electricity | O. Alternative Energy |
| F. Screen Printing | P. Communications |
| G. Computer Numerical Control | Q. Orthographic/Isometric Engineering |
| H. Electronics (lego/logo) | R. Automotive Engineering |
| I. Problem Solving | S. Graphics |
| J. Digital Graphics | T. Measuring |

In addition to these units, students may also have the opportunity to participate in the Future City Competition, which allows them to engineer and build a city of the future while learning about city planning, organization, and administration.

Along with developing basic skills in these areas, students will develop problem solving skills and technical reading skills.

Students will develop career interests and constructive work habits. They will work to build a foundation for future high school technological courses.

Students will be assessed through written and computer assignments, hands-on activities, participation and attendance.

Supplies and materials will be provided by the instructor. *Some fees may apply to personal take-home projects if students choose to complete those projects.

HEALTH 8

This course will cover health issues, wellness, decision making, personal responsibility for health, personal safety, emergency procedures, preventing intentional and unintentional injuries (first aid and CPR certification is available), mental health issues, stress management, nutrition, alcohol, tobacco and other drugs, and human sexuality. Students are assessed using group and individual demonstrations/ presentations, unit tests and quizzes, study guides and various unit assignments.

~~~~~ **FOREIGN LANGUAGE COURSES** ~~~~~

MIDDLE SCHOOL SPANISH IB *(Middle School Spanish IA is a prerequisite for Middle School Spanish IB)

Middle School Spanish IB is comparable to the second half of the Spanish 1 senior high course. The four language skills of listening, speaking, reading, and writing will be taught using a conversational approach.

Students are assessed through quizzes, mini-quizzes, presentations, projects, and unit exams on learned topics.

MIDDLE SCHOOL FRENCH IB *(Middle School French IA is a prerequisite for Middle School French IB)

Middle School French IB is comparable to the second half of the French 1 senior high course. The four language skills of listening, speaking, reading, and writing will be taught using a conversational approach. The course will begin with an extensive review of the seventh grade course.

Students will be given the opportunity to attend a weekend immersion camp program offered by Concordia Language Villages. In addition, students will be given the opportunity to have French pen pals who are learning English in a middle school in St. Avold, France.

Students are graded based on their scores on regular quizzes, tests and homework assignments.

~~~~~ **ELL COURSES** ~~~~~

**EL COURSES**

The EL program serves students whose first language is not English. One of the main goals of this program is to help strengthen the students' English skills. Students are placed in leveled EL classes according to their language proficiency.

**CO-CURRICULAR ACTIVITIES  
FOR  
MIDDLE SCHOOL STUDENTS**

A FULL SCHEDULE OF ACTIVITIES IS AVAILABLE TO BOYS AND GIRLS. STUDENTS MAY CHOOSE FROM THE FOLLOWING LIST:

FALL SPORTS

Boys' Cross Country  
Girls' Cross Country  
Boys' Football  
Girls' Volleyball  
Girls' Tennis  
Girls' Swimming  
Boys' Soccer  
Girls' Soccer

WINTER SPORTS

Girls' Basketball  
Boys' Basketball  
Girls' Gymnastics  
Boys' Wrestling  
Boys' Hockey  
Girls' Hockey

SPRING SPORTS

Boys' Baseball  
Girls' Softball  
Boys' Golf  
Girls' Golf  
Boys' Tennis  
Girls' Track  
Boys' Track



MIDDLE SCHOOL PLAY

MATHCOUNTS

MIDDLE SCHOOL  
STUDENT COUNCIL

MIDDLE SCHOOL  
KNOWLEDGE BOWL