

# Clear Creek Amana Middle School



## Program of Studies 2022-2023

Revised 7/6/22

# Clear Creek Amana Community School District

## DISTRICT OFFICE

PO Box 487  
1486 Highway 6 NW  
Oxford, Iowa 52322

## BOARD OF EDUCATION

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## SUPERINTENDENT OF SCHOOLS

Dr. Corey Seymour

## Clear Creek Amana Middle School

330 W. Marengo Road  
P.O. Box 199  
Tiffin, IA 52340

## ADMINISTRATIVE STAFF

Brad Fox  
Regan Stone  
Kyle Forness

Principal  
Assistant Principal/Activities Director  
Dean of Students

### NOTICE OF NONDISCRIMINATION

It is the goal of the board to develop a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same educational opportunity. The Clear Creek Amana Community School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. The belief in equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Associate Superintendent, 1486 Hwy 6 NW, Oxford, IA, 52322, 319-828-4510, or the School Business Officer, 1486 Hwy 6 NW, Oxford, IA, 52322, 319-828-4510. Board policies, rules and regulations affect students while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, are directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Associate Superintendent, Clear Creek Amana Community School District, Oxford, Iowa 52322; or by telephoning, 319-828-4510. Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn St., 37th Floor, Chicago, IL, 60604 (312) 730-1560, fax (312) 730-1576 [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov), the Iowa Civil Rights Commissioner, <https://icrc.iowa.gov>, (515) 281-4121 or the Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA 50319. (515) 281-5294. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level. 281-5294. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

## Table of Contents

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### General Information

District Mission, Beliefs, and Vision	3
Course Offerings	4-19

### Course Descriptions

<a href="#">6th Grade Core</a>	4
<a href="#">7th Grade Core</a>	8
<a href="#">8th Grade Core</a>	12
<a href="#">Exploratories</a>	17
<a href="#">6th Grade Exploratories</a>	17
<a href="#">7th Grade Exploratories</a>	22
<a href="#">8th Grade Exploratories</a>	27
<a href="#">Middle School Programs</a>	32

## Clear Creek Amana Mission Statement

The mission of the Clear Creek Amana Community School District is to prepare students to be productive, responsible, community members by providing an environment that inspires quality life-long learning.

## Clear Creek Amana Vision Statement

Stakeholders in Clear Creek Amana expressed a strong desire for an educational experience that would be broad and deep—one that embraces the complexity of human learning and the excitement that comes from intensely personal learning experiences. Further, they want a public school system that serves the community, not just its children. They want a school system that offers choices and exhibits flexibility and openness—a system that can change with the times to keep itself current with technology and social issues. They want a system that capitalizes on individual learner strengths and interests at the same time it conveys social skills and dispositions that lead to strong groups and community integrity.

# Course Descriptions

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## 6th Grade Core

### **Language Arts**

In sixth-grade language, our focus is to have students read extensively and write often. Our standards for reading focus on comprehension, and we use fiction signposts to assist with that. Students write about what they read as well, often explaining their thoughts with text evidence. Other things that we teach in writing involve using correct, grade-level conventions (spelling, capitalization, and punctuation) as well as writing that is clear and coherent.

### **Essential Standards**

- Can independently read & comprehend on grade level.
- Can produce clear & coherent writing.
- Use grade level capitalization, punctuation, and spelling.
- Cite text evidence to support analysis and inferences.
- Determine theme or central idea. Provide summary.
- Determine the meaning of words and phrases.
- Engage in small and large group discussions.

### **Curricular Materials**

Whole Class Book - Number the Stars (Lois Lowry) - focus on identifying fiction signposts, citing text evidence, and whole class discussion

Book groups - Lots of variety - changes from year to year.

Book group organization: World Issues (focus on identifying signposts), Mysteries (focus on predicting), Fantasy & Science Fiction (focus on theme and character development), Verse Novels (focus on figurative language and word choice as well as reinforcing everything else from the year). All focus on small group discussion and full class discussion

IXL - targeted skills in Reading Strategies (especially nonfiction reading), Writing Strategies, Vocabulary, and Grammar & Mechanics

Teacher created materials and practices based on standards.

Signposts: Notice and Note-Strategies for Close Reading by Kyleene Beers and Robert E. Probst

## **Math**

In sixth grade, students will focus on 5 main areas. The classroom focus starts to transition into more specific mathematical areas beyond the Number System like in previous grade levels. These other areas include: Expressions and Equations, Geometry, Statistics and Probability, Ratios and Proportional Relationships.

### **Essential Standards**

- Divide multi-digit whole numbers using the standard form
- Divide multi-digit decimals.
- Find the GCF of two given numbers.
- Find the LCM of two given numbers.
- Compute & interpret quotients of fractions.
- Demonstrate the meaning of positive and negative numbers.
- Identify numbers on a number line.
- Identify and plot ordered pairs on a coordinate plane.
- Write & interpret inequalities using a number line.
- Compare, explain, & write the concept of a ratio.
- Find a percent of a quantity using a rate out of 100.
- Write & evaluate expressions with whole-number exponents.
- Write phrases as expressions using numbers and variables.
- Evaluate expressions given values for variables.
- Find an answer that makes a one step equation true.
- Find the area of 2D shapes.
- Represent 3D shapes using nets.
- Find the volume of right rectangular prisms.
- Recognize a statistical question.
- Calculate the mean, median, mode, and range of a data set.
- Plot data on a dot plot

### **Curricular Materials**

Big Ideas

Go Formative

Schoology

IXL

## **Social Studies: World Cultures**

In sixth grade, students will focus on geography, history, and culture in global regions. Students will analyze regional, physical, and cultural characteristics of places. The analysis will show how these factors influenced people who lived there and how the people and characteristics have changed over time.

### **Essential Standards**

- Gather relevant information from primary and secondary sources using the origin and authority of the source to guide the selection.
- With teacher direction, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.
- With guided practice, construct responses to compelling questions supported by reasoning and evidence
- Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.
- Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other.
- Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.
- Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.
- Explain multiple causes and effects of events & developments in the past

### **Curricular Materials**

TCI: The Ancient World

- Rise of Civilization
- Ancient Egypt and Middle East
- Ancient Greece
- Ancient Rome
- Ancient China

Quizlet

Gimkit

IXL

Seterra

## Science

In sixth grade science, students will focus on three units: Diversity of Life, Chemical Interactions, and Earth History. During the Diversity of Life unit students learn about the characteristics of living things, the parts and functions of different kinds of cells, and the different levels of complexity when dealing with living things. During the Chemical Interactions unit, students learn about the signs of a chemical reaction, how energy affects particles in solids, liquids, and gases, and how atoms are rearranged during chemical reactions. During the Earth History unit students learn about how different landforms form and change as a result of Earth's internal and external processes.

### Essential Standards

- Describe and understand the components of living and nonliving things
- Know there are different types of cells and their structural difference and differentiate between animal, protist, and plant cell examples
- Sequence & explain the levels of complexity in organisms. Starting with the most basic building blocks known as atoms and how they form an organism.
- Analyze and explain characteristics of a chemical reaction
- Create can explain what happens to solids, liquids & gases when heated & cooled
- Create & explain simple models of molecules and explain what happens at the atomic level during a chemical reaction
- Develop a model and explain the creation of different landforms
- Describe the processes of the rock cycle and how different rocks form and can change over time
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales

### Curricular Materials

FOSS - Diversity of Life

FOSS - Chemical Interactions

FOSS - Earth History

NewsELA

Quizlet (Vocabulary/Review)

Kahoot (Vocabulary/Review)

Gimkit (Vocabulary/Review)

# 7th Grade Core

## **Language Arts**

In 7th grade Language Arts, students will take the skills learned in 6th grade and develop them through whole class novels, book groups, and independent reading. In addition, those skills will be expanded with their practice in informative and argumentative writing. Whole class and small group discussions will allow students to practice the speaking and listening standard. We focus heavily on citing evidence and themes, in both the reading and writing. This year, students are introduced to essay writing, where they are expected to organize their thoughts on certain topics. Our goal with all these practices is to produce grade level readers and writers, who can use grade level conventions.

## **Essential Standards**

- Cite text evidence to support analysis & inferences
- Determine theme or central idea. Provide a summary
- Read and comprehend on grade-level
- Write informative text
- Uses grade-level capitalization, punctuation & spelling
- Engages in small and large group discussions.
- Write Persuasive Text

## **Curricular Materials**

Whole class books- I Will Always Write Back & The Giver

Groups books- ranging from what is stored in 6th grade & multiple copy sets from GWAEA

50 Debate Prompts for Kids by Daley & Dahlie, Scholastic

Any of the followings Short Stories- "The Third Wish" by Joan Aiken, "Thank You Ma'am" by Langston Hughes, "The Scholarship Jacket" by Marth Salinas, "Moving Day" by Hal Ames, "7th Grade" by Gary Soto

Teacher created materials and practices based on standards



## **Math**

Math- In seventh grade math, students build on previous knowledge learned in sixth grade. Students evaluate, solve, and think critically about expressions, solve two-step and multi-step equations, problems with unit rates and scale factors, and use formulas for circumference and area to find missing components in circles.

Advanced Math- Advanced math takes key components of seventh grade curriculum and melds it with key components of eighth day curriculum. Seventh grade standards include evaluating, solving, and thinking critically about expressions, two-step equations, unit rate, scale factors, and formulas for circumference and area of a circle. Eighth grade standards include evaluating, solving, and thinking critically about inequalities, identifying and solving equations with slope, proportional relationships, and slope-intercept form.

### **Essential Standards**

- Rational Numbers
- Expressions
- Equations
- Unit Rate/Proportional Relationships
- Percents
- Circles
- Inequalities
- Angles
- 2D/3D Figures
- Slope Intercept- Equations
- Slope Intercept- Graphing
- Slope Rate of Change
- Linear Functions

### **Curricular Materials**

Kuta

Math Aids

All Things Algebra

## **Social Studies: Global Studies**

In 7th grade, students will explore global perspectives on contemporary issues and worldwide interdependence. The interconnected world we live in today requires that Iowa students be well-educated about worldwide issues to cultivate diplomacy, effective citizenship, and global competitiveness. Students could examine challenges facing the world community such as hunger, population, conflict, global environmental challenges, human rights, poverty, energy scarcity, global health, education, immigration, globalization, and other political, economic, social, and ecological concerns.

### **Essential Standards**

- Evaluate sources for credibility and relevant information
- Develop a claim
- Construct arguments using claims, evidence, and reasoning
- Present using a variety of media
- Explain multiple causes and effects of global events

### **Curricular Materials**

Review concepts- websites that focus on parts of map, geography, and understanding graphs, tables, charts, and diagrams.

Current events- we use the most up to date information from reputable news sources, as well as government websites, and educational institutions.

Student engagement- Pear Deck, Kahoot, and Quizlet.

## **Science**

In seventh grade science, students will focus on Life Science: populations and ecosystems. Through pop and eco we will focus on energy that goes through an ecosystem, photosynthesis and interactions organisms have. Physical science: Forces, magnetism and electricity. Space Science: Study of the Sun-Earth-Moon system and our solar system, with a focus on lunar phases, seasons and eclipses.

### **Essential Standards**

- Trace energy flow in an ecosystem
- Determine how populations are interacting
- Model photosynthesis
- Show and explain why objects move with force
- Use data to predict the strength of an electromagnet
- Patterns of the Seasons
- Lunar Phases
- Interpret data to determine the scale of space object

### **Curricular Materials**

FOSS- Populations and Ecosystems

FOSS-Electromagnetic Force

FOSS-Planetary Science

# 8th Grade Core

## **Language Arts**

In 8th grade students will develop their reading, writing, speaking, and listening skills. Students will read novels, drama, poetry, short stories, articles, and essays. Students will engage in various activities, including individual and group work, research, grammar practice, oral presentations, and use of technology. There will be an emphasis on informative, argumentative, and narrative writing.

### **Essential Standards**

- Can independently read & comprehend on grade level.
- Can produce clear & coherent writing.
- Use grade level capitalization, punctuation, and spelling.
- Cite text evidence to support analysis and inferences.
- Determine theme or central idea. Provide summary.
- Determine the meaning of words and phrases.
- Write arguments with claims, evidence and analysis.
- Write informative texts.
- Present to peers.
- Completes work on time.

### **Curricular Materials**

Holocaust Literature Circle Books

Ender's Game

The Outsiders

The Crossover

Brown Girl Dreaming

IXL Language Arts

Actively Learn and Newsela

## **Math: Algebra**

In Algebra you will learn about and explore topics including solving multi-step equations, inequalities, Pythagorean Theorem, writing and graphing linear equations, systems of equations, exponent rules, factoring, graphing and solving quadratics. Success in this course will help students be successful in math classes following this class.

### **Essential Standards**

- Write, evaluate, and represent algebraic expressions as verbal rules, equations, tables and graphs
- Write, solve, and graph equations and inequalities in one variable
- Write, solve, and graph equations, and inequalities in one, two, or more variables
- Graph linear equations and use to solve real-world problems. Making use of slope-intercept form, point-slope form, and standard form
- Solve linear systems of equations and inequalities by graphing and by using algebra
- Apply the properties of exponents to simplify expressions and graph exponential growth and decay functions
- Add, subtract, multiply, and factor polynomials
- Solve quadratic equations by graphing, finding square roots, completing the square, factoring, and the quadratic equation
- Analyze data and interpret the information through a variety of data displays
- Find probabilities of simple events

### **Curricular Materials**

Pearson Textbook

Kuta Software

Quizlet

IXL

## **Math: Pre-Algebra**

In Pre-Algebra you will learn about and explore topics including solving multi-step equations, angle relationships, Pythagorean Theorem, writing and graphing linear equations, systems of equations, and scatter plots.

### **Essential Standards**

- Calculate the slope/unit rate of a proportional line.
- Solve linear equations involving combining like terms and distributive property.
- Use different methods of solving systems of equations to solve mathematical and real-world problems.
- Write a function in slope-intercept form to represent a linear relationship.'
- Graph proportional relationships.
- Identify the rate of change (slope) and initial value (y-intercept) from a description, table, graph, or two points.
- Graph an equation in the form of  $y=mx+b$ .
- Sketch and describe a graph of a function given specific characteristics.
- Prove facts about the angles created when parallel lines are cut by a transversal.
- Use the Pythagorean Theorem to find the unknown side lengths in right triangles in mathematical problems and real-world situations.
- Identify the line of best fit for a scatter plot.

### **Curricular Materials**

Kuta

Quizlet

IXL

## Science

In eighth grade science, students will focus on three units: Forces + Motion (Physical Science); Heredity + Genetics (Life Science); and Weather and Water (Earth Science). Throughout each unit students will practice scientific argumentation (CER) as well as measuring and converting metric measurements.

### Essential Standards

- Claim, Evidence, and Reasoning
- Measurement
- Explain the difference between velocity, acceleration & acceleration due to gravity.
- Apply Newton's 3rd law to model collisions between objects.
- Show how mass & speed of an object affects its kinetic energy.
- Identify patterns in the fossil record that show life forms have changed over time.
- Explain similarities & differences of organism anatomy to infer evolutionary relationships.
- Explain how natural selection increases or decreases specific traits over time.
- Provide evidence that air has mass and interactions between air masses creates weather.
- Describe how unequal heating and rotation of the earth cause atmospheric and oceanic movement.
- Use models to describe how waves are reflected, absorbed, or transmitted.

### Curricular Materials

FOSS

IXL

## **Social Studies: American History**

In eighth grade, students focus on the history of the United States including the American founding and establishment of democratic principles. Students will analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U.S. government. As a result, students will gain an understanding of historical events in early American history, democratic principles, individual rights, and government institutions.

### **Essential Standards**

- Evaluate and critique sources for credibility and relevant information.
- Construct arguments using claims, evidence, and reasoning.
- Present using a variety of media.
- Explain cause and effect of historical events.
- Analyze civic and political institutions in American history.
- Explain how and why perspectives changed in American history.

### **Curricular Materials**

History Alive: United States through Industrialism



# Middle School Exploratories

## 6th Grade Exploratories

### **Agriculture**

In 6th Grade Ag, students will be introduced to the world of agriculture, the pathways they may pursue, and the science, mathematics, reading, and writing components that tie into agriculture. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. Students will focus on plant production.

#### **Essential Standards**

- Establish an understanding of the 4 main parts of agricultural processing
- Express the importance of agriculture in daily life, and benefit as consumer
- Explore parts of a plant and major crops grown in the United States
- Develop an understanding of nutrients and food science
- Develop employability skills related to the AFNR cluster

#### **Curricular Materials**

One Less Thing

Teacher made materials

### **Art**

In 6th grade art, students explore a variety of media as they continue to build their skills in drawing, painting and sculpture. Theory is introduced to further elaborate upon ideas about color, perspective, and design. Art history, art appreciation, problem solving and critical thinking are integrated into the lessons.

#### **Essential Standards**

- Formulate an artistic investigation of personally relevant content for creating art.
- Develops and refines artistic techniques and work for presentation.
- Understands and evaluates how the arts convey meaning.
- Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.
- Adapt and adjust to various roles and responsibilities in an environment of change.
- Demonstrate productivity and accountability while aspiring to meet high expectations.

## **Curricular Materials**

FLEX Curriculum: Art of Education University

Davis Art Publications

Teacher Created Lessons driven by National Art Standards and 21st Century Skills

## **Band**

6th Grade Band is open to all students interested in playing a band instrument. The 6th Grade Band rehearses in two groups--one for blue team and one for white team--and then joins together to form one large band for concerts. 6th Grade Band rehearses every day (every other day for students who are involved in choir). The 6th Grade Band performs in three concerts during the year.

## **Essential Standards**

- Music Literacy and Performing
- Evaluating
- Musicianship Practices/21st Century Skills
- Technique

## **Curricular Materials**

Standards of Excellence Book 1 and 2 by Bruce Pearson

Essential Tech 2000 Book 3

Advanced Methods Volume 1 and 2

Performing Percussionist Book 1

Alfred Drum Methods Book 1

Vic Firth Rudimental Studies

Sequential Studies 4 Mallet Level 1 and 2

Fresh Approach to Mallets

Alfred Snare Book 1 and 2

## **Choir**

6th Grade Choir is open to all students interested in singing. Students in this ensemble will work on a variety of music throughout the year. The musical skills that will be worked on: proper breathing, vocal production, blend and balance, expansion of range, good intonation, and diction. Basic music theory concepts will also be reviewed and expanded (notation, rhythmic counting and notation, and musical vocabulary). Members of the choir are required to attend lessons throughout the school year. Scheduled performances throughout the school year are a requirement of the class.

### **Essential Standards**

- Produces tone by proper breath support with appropriate posture.
- Sings correct pitches and able to count/perform rhythms accurately.
- Building Blocks of Music/Terminology

### **Curricular Materials**

Teacher developed materials

Teacher selected music for concerts

## **Guidance**

The School Counseling department aims to assist CCAMS students in the development of prosocial, emotion regulation and critical thinking skills. The course is a discussion based workshop where we address issues relevant to navigating middle school, which include relationship building, emotion regulation, equity, inclusion, diversity, all forms of bullying, navigating friendships, self-confidence, and more.

### **Essential Standards**

- Demonstrate effective coping skills when faced with a problem
- Demonstrate ethical Decision Making and social responsibility

### **Curricular Materials**

Stopbullying.gov

Owning up-Rosalind Wiseman

Zones of Regulation

The Movie Mcfarland, USA

## **Leadership**

In sixth-grade leadership, our focus is to have students learn how to lead themselves. Our standards are all 21st Century Skills rather than content specific standards like, for example, math would have. In using our classroom curriculum, students will learn more about different character traits and reflect on how they apply to their lives, our school, and our world at-large. The character traits include: Attitude, Preparation, Perseverance, Respect, Honesty, Integrity, Courage, Appreciation, Composure, Empathy, Gratitude, Tolerance, Sacrifice, Loyalty, Responsibility, Compassion, Leadership, and Character.

### **Essential Standards**

- Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.
- Adapt and adjust to various roles and responsibilities in an environment of change.
- Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.
- Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.
- Demonstrate productivity and accountability while aspiring to meet high expectations.

### **Curricular Materials**

[Character Development & Leadership Online Classroom Curriculum](#) by Joe Hoedel, Ph.D.

E+R=O: Event + Response = Outcome by Focus 3.

- Paper & Video Resources

Teacher created materials and practices based on standards.

## **Positive Mindset**

In 6th grade Positive Mindset, students will be introduced to concepts, skills, and positive habits they can practice and include in their daily lives to help increase long-lasting happiness, sense of well-being, and to help manage their emotions. They will learn how mindfulness, movement, practicing gratitude, spending time outdoors, helping others, and working on creative projects they care about, can help improve their quality of life, build confidence, and promote a positive mindset.

## **Essential Standards**

- Development of Whole Self-M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- Sense of Acceptance-M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
- Positive Attitude-M 3. Positive attitude toward work and learning
- Building Self-confidence-M 4. Self-confidence in ability to succeed
- Giving Best Effort-M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

## **Curriculum Materials**

Teacher developed materials

Mindful Schools Curriculum

*The How of Happiness* by Sonja Lyubomirsky

## **Student Wellness**

Middle School Health aids students in creating a foundation of personal health and encourages students to take positive actions regarding their own social, emotional, mental, and physical well-being. Learning to make healthy and responsible choices as a teen is the major focus of health class in sixth grade. The specific skills taught are good decision making, practicing healthy behaviors, and analyzing influences when it comes to individual health. The specific topics covered are the six dimensions of wellness, proper personal hygiene, electronic nicotine use, and over the counter/prescription medications.

## **Essential Standards**

- Demonstrates competency in a variety of motor skills and movement patterns.
- Demonstrates an understanding of and Performs in a Target Heart Rate Zone.
- Exhibits responsible personal and social behavior that respects self and others
- Analyze how relevant influences impact their health
- Demonstrates the ability to make healthy decisions

## **Curricular Materials**

Teacher created materials

<https://med.stanford.edu/>

Scholastic Choices

## **Technology**

In sixth grade, students will focus on coding and digital citizenship. Students will learn two coding languages, HTML and CSS, while developing and styling their own webpage. Technology is a foundational Computer Science course designed to introduce students to the field of computer science and to understand the impact of our actions online!

### **Essential Standards**

- Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.
- Incorporate existing code, media, and libraries into original programs.
- Discuss issues of bias and accessibility in the design and implementation of technologies.
- Use Public Domain or Creative Commons media and refrain from copying or using material created by others without permission.

### **Curricular Materials**

Code.org

Common Sense Media

Newsela for Digital Citizenship

# 7th Grade Exploratories

## **Agriculture**

In 7th Grade Ag, students will be introduced to the world of agriculture, the pathways they may pursue, and the science, mathematics, reading, and writing components that tie into agriculture. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. Students will focus on animal production.

### **Essential Standards**

- Examine agriculture industries of the past, present and future
- Develop an understanding of the FFA organization
- Evaluate and manage animals based on physical characteristics
- Develop an understanding of the poultry industry and be able to grade eggs based on their interior qualities using the candling and breakout methods
- Make decisions based on given priorities and criteria, and analyze objects as they compare ideal criteria
- Identify the main characteristics between, beef, pork and lamb meat and 10 common meat cuts
- Develop employability skills related to the AFNR cluster

### **Curricular Materials**

One Less Thing

Teacher made materials

## **Art**

In 7th grade art, students focus further on developing art skills, vocabulary, creativity and concepts of design. Two-dimensional lessons may include painting, collage, drawing and printmaking. Three-dimensional projects may include paper sculptures, ceramics, and plaster sculpting. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum.

### **Essential Standards**

- Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- Interprets and shares artistic work. Explores how technologies have changed the way artwork is preserved, presented, and experienced.
- Understands and evaluates how the arts convey meaning. Understands the difference between personal criteria and established criteria.
- Relates artistic ideas and work with personal meaning and external context.
- Adapt and adjust to various roles and responsibilities in an environment of change.
- Demonstrate productivity and accountability while aspiring to meet high expectations.

### **Curricular Materials**

FLEX Curriculum: Art of Education University

Davis Art Publications

Teacher Created Lessons driven by National Art Standards and 21st Century Skills



## **Band**

7th Grade Band is open to all students interested in playing a band instrument. The 7th Grade Band rehearses in two groups--one for blue team and one for white team--and then joins together to form one large band for concerts. 7th Grade Band rehearses every day (every other day for students who are involved in choir). The 7th Grade Band performs in three concerts during the year.

### **Essential Standards**

- Music Literacy and Performing
- Evaluating
- Musicianship Practices/21st Century Skills
- Technique

### **Curricular Materials**

Standards of Excellence Book 1 and 2 by Bruce Pearson

Essential Tech 2000 Book 3

Advanced Methods Volume 1 and 2

Performing Percussionist Book 1

Alfred Drum Methods Book 1

Vic Firth Rudimental Studies

Sequential Studies 4 Mallet Level 1 and 2

Fresh Approach to Mallets

Alfred Snare Book 1 and 2

## **Careers**

7th graders will explore their career interests, assess their interest and find potential career fields that may be a good match for them. In this class they will learn how to search for the different career options that are available to them, and gain understanding for how processes work. They will also explore topics such as non-verbal communication, conflict resolution, appropriate workplace behavior, 21st century skills, personality and interests inventories. The goal of this class is to invite students to start the process of identifying their skills, strengths and talents. This will allow them the ability to build confidence in who they are while starting to plan for the future.

### **Essential Standards**

- Demonstrate Critical thinking skills to make informed decisions.
- Apply self-motivation and self-direction towards learning
- Apply media and technology skills
- identify long and short-term goals academic, career and socio-emotional goals

### **Curricular Materials**

Engaging All by Creating High School Learning Communities Paperback – June 1, 2008

<https://iowa.emsicc.com/assessment?region=State%20Center&radius=50%20miles>

Career Exploration Lessons for 6th & 8th Grades, <https://www.exploring.org/>

<https://www.youtube.com/watch?v=bt9VdqvYDSc>

## **Choir**

7th Grade Choir is open to all students interested in singing. Students in this ensemble will work on a variety of music throughout the year. The musical skills that will be worked on: proper breathing, vocal production, blend and balance, expansion of range, good intonation, and diction. Basic music theory concepts will also be reviewed and expanded (notation, rhythmic counting and notation, and musical vocabulary). Members of the choir are required to attend lessons throughout the school year. Scheduled performances throughout the school year are a requirement of the class.

### **Essential Standards**

- Produces tone by proper breath support with appropriate posture.
- Sings correct pitches and are able to count/perform rhythms accurately.
- Building Blocks of Music/Terminology

### **Curricular Materials**

Teacher developed materials

Teacher selected music for concerts

## **Family and Consumer Science**

Family & Consumer Science education focuses on learning the value of being able to balance school, home, and personal life. In 7th grade Family & Consumer Science we work on life skills that help students become the best students, friends, family members that they can be. Using goal setting and time management, 7<sup>th</sup> grade students will gain knowledge of what they value the most in their lives. Students will also learn interior job skills and get the opportunity to use their creativity to design a 3-D dream house. Lastly, students will learn about kitchen safety, kitchen tools, cooking terms, measuring, and recipe preparation.

### **Essential Standards**

- Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being.
- Evaluate the use of elements and principles of design in housing and commercial and residential interiors.
- Demonstrate components of a financial plan that reflect the distinction between needs, wants, values, goals, and economic resources for a variety of diverse populations.

### **Curricular Materials**

Banzai Workbooks

HomeByMe.com

Homestyler.com

Practicalmoneyskills.com

## **Industrial Technology**

Students will learn the basic procedures for building a project from start to finish. Students will learn correct skills, techniques, problem solving and decision making during the project.

### **Essential Standards**

- Able to cut out materials needed for the project
- Able to include artwork on the project
- Able to stain the project
- Able to complete all steps from start to finish

### **Curricular Materials**

Teacher created materials

## **Financial Literacy**

7th graders will explore topics related to personal finance including being a smart consumer, budgeting, saving, investing, and credit. This class will provide a foundation for student's relationships with money in the future. Students will learn essential terminology and savings concepts to be better equipped to make smart financial decisions.

### **Essential Standards**

- Develop Financial and Career Goals
  - SS.7.28. Predict the relationship between financial goals and achievements. (21st century skills)
- Create a Saving and Spending Plan
  - SS.7.29. Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions. (21st century skills)
- Analyze Credit and Debt Levels
  - SS.7.30. Explain an individual's rights and responsibilities as a consumer. (21st century skills)
- Evaluate Savings and Long Term Investments
  - SS.7.31. Explain how an investment differs from a savings account in potential risks and returns. (21st century skills)

### **Curricular Materials**

Next Generation Personal Finance

Banzai

## **Student Wellness**

Middle School Health aids students in creating a foundation of personal health and encourages students to take positive actions regarding their own social, emotional, mental, and physical well-being. Learning to advocate for the health of others as well as their own and communication skills are the major focus of health class in seventh grade. Specific topics taught in seventh grade include; the functions of the brain, behavioral and chemical addiction, alcohol, marijuana and other drugs, human sexuality, preventions of sexually transmitted infections/diseases, and pregnancy prevention.

### **Essential Standards**

- Demonstrates competency in a variety of motor skills and movement patterns.
- Demonstrates an understanding of and Performs in a Target Heart Rate Zone.
- Exhibits responsible personal and social behavior that respects self and others
- Demonstrates the ability to advocate for health and wellness
- Demonstrates the use of communication skills to enhance health

## **Curricular Materials**

Teacher created materials

<https://med.stanford.edu/>

Foundation for a Drug-Free World

FLASH Sexual Health Education Curriculum

Scholastic Choice

Draw The Line

# 8th Grade Exploratories

## **Agriculture**

In 8th Grade Ag, students will be introduced to the world of agriculture, the pathways they may pursue, and the science, mathematics, reading, and writing components that tie into agriculture. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. Students will focus on a broad spectrum of agriculture, talking about history, plants, resources, sustainability, animals, and the food and fiber industry.

### **Essential Standards**

- Describe the process of plant growth from seedling to harvest
- Develop an understanding of sustainability and its importance in agriculture
- Identify sources of agricultural products that provide food, fuel, clothing, shelter, medical, and other non-food products for use
- Demonstrate real-world applications of learned skills
- Develop employability skills related to the AFNR cluster.

### **Curricular Materials**

AgX - Curriculum for Agricultural Science Education (CASE)

Teacher made materials

## **Art**

In 8th grade art, students express themselves creatively through drawing, plaster sculpting, ceramic sculpture and painting to further build upon art skills and concepts. Composition, technique, the elements and principles of design, and attention-to-detail are explored. Art history, art appreciation, problem solving and critical thinking are integrated into lessons.

### **Essential Standards**

- Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.
- Interpreting and sharing artistic work. Select, analyze, and interpret artistic work for presentation.
- Relates artistic ideas and work with personal meaning and external context.
- Adapt and adjust to various roles and responsibilities in an environment of change.
- Demonstrate productivity and accountability while aspiring to meet high expectations.

### **Curricular Materials**

FLEX Curriculum: Art of Education University

Davis Art Publications

Teacher Created Lessons driven by National Art Standards and 21st Century Skills

## **Band**

8th Grade Band is open to all students interested in playing a band instrument. The 8th Grade Band rehearses in one large group. 8th Grade band rehearses everyday or every other day for students involved in choir. 8th Grade Band performs in 3 concerts during the year, performs with the HS Marching Band at the last football game.

### **Essential Standards**

- Music Literacy and Performing
- Evaluating
- Musicianship Practices/21st Century Skills
- Technique

## **Curricular Materials**

Standards of Excellence Book 1 and 2 by Bruce Pearson

Essential Tech 2000 Book 3

Advanced Methods Volume 1 and 2

Performing Percussionist Book 1

Alfred Drum Methods Book 1

Vic Firth Rudimental Studies

Sequential Studies 4 Mallet Level 1 and 2

Fresh Approach to Mallets

Alfred Snare Book 1 and 2

## **Choir**

This class is for students who enjoy singing. Students in this ensemble will work on a variety of music throughout the year. The musical skills that will be worked on: proper breathing, vocal production, blend and balance, expansion of range, good intonation, and diction. Basic music theory concepts will also be reviewed and expanded (notation, rhythmic counting and notation, and musical vocabulary). Members of the choir are required to attend lessons throughout the school year. Scheduled performances throughout the school year are a requirement of the class.

## **Essential Standards**

- Produces tone by proper breath support with appropriate posture.
- Sings correct pitches and able to count/perform rhythms accurately.
- Building Blocks of Music/Terminology

## **Curricular Materials**

Teacher developed materials

Teacher selected music for concerts



## **Family and Consumer Science**

Family & Consumer Science education focuses on learning the value of being able to balance school, home, and personal life. In 8th grade Family & Consumer Science we work on life skills that help students become the best students, friends, family members that they can be. 8<sup>th</sup> grade students will gain knowledge of different career paths. They will then learn and practice interview skills. Students will then learn about financial literacy and budgeting. Lastly, students will finish the quarter learning about cooking and nutrition, expanding on previous comprehension of food and kitchen safety, kitchen tools, cooking terms, measuring, and recipe preparation.

### **Essential Standards**

- Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
- Demonstrate components of a financial plan that reflect the distinction between needs, wants, values, goals, and economic resources for a variety of diverse populations.
- Demonstrate job seeking and job keeping skills

### **Curricular Materials**

Banzai Workbooks

HomeByMe.com

Homestyler.com

Practicalmoneyskills.com

## **Industrial Technology**

Students will learn the basic procedures for building a project from start to finish. Students will learn correct skills, techniques, problem solving and decision making during the project.

### **Essential Standards**

- Able to cut out materials needed for the project
- Able to include artwork on the project
- Able to stain the project
- Able to complete all steps from start to finish

### **Curricular Materials**

Teacher created materials

## **STEM**

Students will be using the Engineering Design Process to develop solutions to STEM challenges posed to them in class. They will be working with a variety of media to invent, create, and adapt items with a goal oriented purpose. They will also be focused on developing 21st Century collaboration skills by working collaboratively on the short STEM challenges as well as collaboratively on their 2 week long major project.

### **Essential Standards**

- Gathers, discovers, and interprets information to solve problems. Evaluates info to define a problem
- Demonstrates good character in work, interactions, and reflection. Plans an evidence based solution
- Courage to generate and develop innovative ideas. Designs a prototype for specific solution
- Practices flexibility, responsibility, and responsiveness in group settings. Uses feedback to improve their model or solution
- Engages in diverse classroom settings by using effective listening and presentation skills. Integrates technology to enhance their process

## **Student Wellness**

Middle School Health aids students in creating a foundation of personal health and encourages students to take positive actions regarding their own social, emotional, mental, and physical well-being. 8th grade health specifically teaches students about the different human body systems, including their functions, dysfunctions/disorders that can affect each system, how each system interacts with other systems in the body, as well as how to keep each body system healthy as we age. Students will also learn about healthy nutrition and the skills of goal setting and stress management.

### **Essential Standards**

- Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance
- Demonstrates an understanding of and Performs in a Target Heart Rate Zone.
- Demonstrates an understanding of and Performs in a Target Heart Rate Zone.
- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Demonstrate the ability to set SMART goals.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### **Curricular Materials**

American Red Cross

PLT4M Nutrition

# Middle School Programs

## English Language Learners (ELL)

English Language Learners is a program for students whose native language is not English or whose parents may have spoken a different language at home. Students are given a survey during registration regarding their home language choice or tested after enrollment. The program is part of the students' core curriculum and students receive assistance during the week. Services may be in the form of assistance in the students' regular classrooms or in more personalized instruction in an individual or small-group setting. Completion of English language services is based on a level of proficiency scored on an annual examination.

### Essential Standards

English language learners receive instruction from materials that meet Core curriculum standards. The more specific standards are listed here:

- Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
- Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, and reader comments and questions
- Speak and write about grade-appropriate complex literary and informational texts and topics
- Construct grade-appropriate oral and written claims and support them with reasoning and evidence
- Conduct research and evaluate and communicate findings to answer questions or solve problems
- Analyze and critique the arguments of others orally and in writing
- Adapt language choices to purpose, task, and audience when speaking and writing
- Determine the meaning of words and phrases in oral presentations and literary and informational texts
- Create clear and coherent grade-appropriate speech and text
- Make accurate use of standard English to communicate in grade-appropriate speech and writing

### Curricular Materials

Curricular materials used in pull-out classes are chosen based on the student's current proficiency.

- National Geographic Inside Reading, Writing, and Language (elementary) (two versions)
- National Geographic Reach (lower intermediate)
- National Geographic Reach (intermediate)
- National Geographic Inside (upper intermediate)
- National Geographic Edge (advanced)
- Side by Side I (beginner)
- Side by Side II (false beginner, low intermediate)
- Touchstone I (Cambridge) (beginner)
- Touchstone II (Cambridge) (intermediate)
- Short stories adapted from language arts materials

## **Extended Learning Program (ELP)**

The mission of the Extended Learning Program (ELP) is to provide educational programming that enhances the academic and personal growth of gifted and talented students. Identified middle school students will participate in a pull-out program where they will engage in activities, lessons, and projects that cross content areas and provide an appropriate level of academic engagement. Additional focus is placed on individual areas of interest, community involvement, and the social and emotional growth of students.

### **Essential Standards:**

- \*Students demonstrate self-knowledge of interests, strengths, identities and needs in social, emotional, intellectual, and academic domains.
- \*Students demonstrate growth commensurate with abilities in cognitive, social, emotional, psychological, and academic areas.
- \*Students demonstrate growth in personal competence including: self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
- \*Students identify future career goals that match their interests and strengths, and determine resources needed to meet those goals.
- \*Students develop knowledge and skills for living in and contributing to a diverse and global society.

## **Special Education**

The mission of the special education program is to provide educational programming that meets the individual needs of students with special education services. Identified middle school students with an IEP will participate in specially designed instruction where they will engage in activities and lessons that meet their individual educational needs in order to close the gap between special education students and their peers.