

# Justice Page Middle School

## Course Catalog 2018-2019

### WELCOME

Welcome to Justice Page Middle School. We are excited to have created a community school that serves the needs of our students.

Outlined in the following course guide are descriptions of the courses and services available to students. We are proud to offer a robust range of required and elective classes, and a variety of student supports.

Through engagement with the community, students, and staff, we have created central tenets that you will see threaded through each component of our programming. We strive to meet the needs of every student to help your child thrive academically, socially and emotionally.

Thank you for choosing JPS!

JPS Administrative Team

### VISION

Justice Page Middle School students are academically prepared, critical thinkers ready to succeed in high school and beyond.

### MISSION

Justice Page Middle School is an innovative, academically challenging environment that empowers each learner to explore possibilities, act with integrity, and create positive change within one's community and the world.

### SOCIAL EMOTIONAL LEARNING VISION

At Justice Page, students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

### PROGRAMMING HIGHLIGHTS:

- Access to technology
- Arts integration
- AVID
- Community building through interdisciplinary teams
- Music: strings, band, choral options
- Social Emotional Learning
- STEM integration
- Supports for families and students through Advisory

### STUDENT RECOGNITION

Justice Page Middle School celebrates the talents and successes of students on an ongoing basis. Students will be recognized formally and informally throughout the school year for academic success, positive behavior, demonstrated leadership, meeting personal goals, athletics, activities, service, and more.

# Justice Page Middle School

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### Course Descriptions

Required Coursework		
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Subject	Grades	Page
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# JUSTICE PAGE MIDDLE SCHOOL ACADEMIC INFORMATION

## STANDARDS BASED GRADING

Justice Page Middle School uses standards based grading. This means that every assignment grade for a student is directly tied to the student's mastery of a state standard. Learning targets (based on the standards) and activities will be assessed on a 4-point scale. The meanings of the numbers in the 4-point scale are consistent within and across content areas.

There are several ways in which Justice Page Middle School will gather information about student performance and communicate this information with students and families. Grading is only one part of this performance system. Our job is to make learning goals clear to students and families. We would also like to involve students, as much as possible, in setting criteria and evaluating themselves on meeting those criteria. Additional forms of feedback between student, teacher, and parent may also include: student notebooks; portfolios; planners; class work; homework; teacher/student conferencing; learning logs; websites; and email.

STANDARDS BASED GRADING SCALE—used to show achievement on assignments	
4	Exemplary (Exceeds Standards)
3	Proficient (Meets Standards)
2	Partially Proficient
1	Minimally Proficient
NE	No Evidence
CR	Credit
NC	No Credit

NOTE: Beginning in fall of 2017, students will have overall course grades reported in an A-F scale based on standards. More information will be provided to families at the beginning of the 2017-2018 school year.

## SCHEDULING

We at JPS will do our best to honor student course requests. However, the school counselor and classroom teachers will place students into accelerated and support classes to ensure that students are appropriately challenged. Course availability may also affect a student's schedule.

## COURSE REQUESTS

Course requests take place in late spring when students select their classes for the following school year. Students receive an overview of course options, talk with their teachers to review recommendations and discuss possibilities with their families. The course request process concludes when students complete course registration card and submit to the school counselor.

## CHANGE REQUESTS

Students are expected to engage in the course registration process, making thoughtful course requests for the next academic year. Schedule changes are made only for a change in course level. In this case, students must complete a course change request form during the first week of each semester. Changes are not made on the basis of teacher preference, period of the day, or because a student changed his/her mind after the spring request deadline. Please keep this in mind as students make requests.

# STUDENT SUPPORT SERVICES

## COUNSELING

The Justice Page Middle School Counseling Program is designed to provide comprehensive, developmental counseling that addresses the academic, career, and personal/social needs of all students. Students and parents are encouraged to schedule individual appointments to address academic and personal concerns. The school counselors give classroom presentations and are also available for individual meetings and small groups with both students and parents. To contact counselors, please email:

6<sup>th</sup> grade: [marie.hassell@mpls.k12.mn.us](mailto:marie.hassell@mpls.k12.mn.us)

7<sup>th</sup> & 8<sup>th</sup> grades:

[carolyn.cottingham@mpls.k12.mn.us](mailto:carolyn.cottingham@mpls.k12.mn.us).

## MY LIFE PLAN

My Life Plan (MLP) is an academic requirement that is designated to help students transfer to middle school and build the necessary skills to be successful in high school. Classroom activities will be facilitated by the school counselor and include: career explorations and research; organization and study skill development; and academic plan building.

## SOCIAL WORK

Social Work services at Justice Page Middle School are broad in scope and designed to help all students find greater success in and out of the classroom.

Students and families are encouraged to meet with the school social worker if they think they may need service in the following areas: individual and group counseling for students with social, emotional or mental health concerns; crisis intervention; behavior support; help with shelter, food or clothing; connection to community resources; attendance issues; and services related to Special Education. If you have questions or concerns in any of these areas please contact the school social workers. To contact them, please email:

[cassie.zonnefeld@mpls.k12.mn.us](mailto:cassie.zonnefeld@mpls.k12.mn.us) or

[anne.loch@mpls.k12.mn.us](mailto:anne.loch@mpls.k12.mn.us).

## ENGLISH LANGUAGE LEARNERS (ELL)

The mission of the ELL program at Justice Page Middle School is to provide support and intensive instruction to students who do not speak English as their first language. This program is designed to develop proficiency in comprehension, speaking, listening, reading, and writing. This course contributes to the skills necessary for success in mainstream classes, the school and the community. ELL is a part of JPS's comprehensive program that considers students' social, educational and cultural backgrounds as well as their existing skills and knowledge.

## **SPECIAL EDUCATION**

Special Education services for students with identified disabilities are available to students in areas mandated and guided by laws, rules, and regulations. Students do not register for these services or programs. The special education services a student receives are determined through a formal individual evaluation process or are planned with parents as a continuation of needed services identified prior to enrolling at Justice Page Middle School. There are three types of special education programs at JPS: a Citywide Autism program (ASD), a Developmental Cognitive Disabilities program (DCD), and a Resource program.

## **AUTISM SPECTRUM DISORDER (ASD) PROGRAM**

The Autism program is designed to serve students who have been identified as having autism spectrum disorders. Program components include: highly structured, individualized programming; intensive communication and language training; social skills training; use of natural environments for instruction; positive behavioral programming; educationally-based sensory activities as appropriate; and inclusion with mainstream peers and activities when appropriate. Curricula will be selected based on individual student need, state standards, and the curriculum being used in the general education. Students will range from a full inclusion model (for students pursuing academic goals exclusively) to a functional skills model (for students pursuing remedial academic, life and community skills). Services are provided in included and separate settings, as appropriate. When in the mainstream, there may be additional adult support with the students to help with social/communication skills, answer questions and make sure students are on-task, engaged and generally understanding the curriculum.

## **DEVELOPMENTAL COGNITIVE DISABILITIES (DCD) PROGRAM**

The Developmental Cognitive Disabilities program is designed for students who have needs that require more intensive special education services than can be provided in Federal Setting I or II. Students in this program must qualify for one of the following disability designations according to Minnesota State Criteria: Developmental Cognitive Disability (DCD) or Severely Multiply Impaired (SMI). Program components include: instruction in daily and independent living; communication; community participation; recreational and leisure; and work and work-related skill development.

## **RESOURCE PROGRAM**

Justice Page Middle School's Resource program provides students with special education services to best meet each student's needs as prescribed in his or her IEP: collaborative and consultative special education support for students in general education classrooms, supplemental instructional support in a special education classroom, and/or core instruction in a special education classroom. Curricula will be selected based on individual student need, state standards and the curriculum being utilized in the general education setting. Special care is provided in the transition from elementary to middle school special education services and for the middle school to high school transition.

## **SPAN PROGRAM**

The Special Programming for Adolescent Needs (SPAN) program at Justice Page Middle School is a Federal Setting III Special Education program for students who need support with social skills and self-regulation.

# **COURSE DESCRIPTIONS**

## **2017-2018 ACADEMIC OFFERINGS AND PROGRAMS OF STUDY**

### **ADVISORY**

At JPS, every student will have at least one adult at school to act as a lead advocate in the role of advisor. In this daily twenty-five-minute class, students will meet in their “home base” in order to thrive in a smaller community and have opportunities for social development among peers with the guidance of an adult. Grounded in the Circle of Power and Respect (CPR), advisory activities may range from non-formal social interactions to structured lessons about how to navigate environmental and external factors that affect individuals and communities. The center of our advisory program is drawn from the common needs, interests, and concerns of young adolescents. Together we will build a profile of student strengths and goals as well as engage in academic planning and assistance.

### **ENGLISH LANGUAGE ARTS (ELA)**

#### ***LANGUAGE ARTS 6***

In sixth grade English Language Arts (ELA), students will develop skills as readers, writers, speakers, viewers, and critical thinkers. Students will explore Essential Questions and Enduring Understandings by reading a variety of whole-class and self-selected fiction and nonfiction texts; using the writing process to compose fiction, information, persuasion, poetry, and drama; participating in shared inquiry discussions; incorporating media and technology; and collaborating on interdisciplinary projects. Finally, each of the ELA units is based on

the Minnesota Common Core Standards for Language Arts and incorporates components of the INNOVATE Design process of teaching and learning. As a result of this work, students will develop into critical thinkers who use evidence to support their ideas and seek to understand multiple perspectives and cultures.

#### ***LANGUAGE ARTS 7***

“Stories have to be told or they die, and when they die, we can’t remember who we are or why we’re here”.

-Sue Monk Kidd, *The Secret Life of Bees*

In seventh grade, students continue to develop their skills in reading, writing, speaking, listening, and critical thinking as we work with increasingly complex texts and ideas. We will build on the structures established in sixth grade, using inquiry, the writing process, media and technology, and interdisciplinary work to explore a range of genres. Through this work, students will immerse themselves in the stories that make us who we are as individuals and as a community, and they will discover new ways to share their stories with the world.

#### ***LANGUAGE ARTS 8***

Critical thinking, reading and writing are the core of eighth grade English Language Arts (ELA). Students will dig deeply into texts to discover how literature is often a critique of society and how authors explore the issues of their day through characters and stories. Anticipated whole-class novels include *The Giver* by Lois Lowry, *To Kill a Mockingbird* by Harper Lee, and *A Midsummer Night’s Dream* by William Shakespeare. Writing will emphasize both personal and analytical responses to literature. We will continue to build on students’ skills in inquiry, discussion, collaboration and use of technology.

# MATH

## *MATH 6*

In Math 6, students will focus on six units. Beginning with 2-D and 3-D Geometry, students will study several kinds of measurement: perimeter, area and volume. Unit two includes the study of Rational Numbers, in which students develop meaning and skills with computations involving fractions. Unit three, More Rational Numbers, moves into computations involving decimals, percents and ratios. Unit four, Probability, is where students will gain an understanding of experimental and theoretical probabilities and the relationship between them. In unit five, students will be observing, describing, and recording changes as they analyze and search for patterns in real-world situations. Unit six, Similarity, will allow students to understand the mathematical definition of the word “similar” and use scale factors to create equivalent ratios.

## *MATH 7*

Math 7 students will learn how to find the circumference and area of circles, as well as the surface area and volume of cylinders. Students will also learn how to perform operations with positive and negative numbers and how to calculate absolute values. Students will use proportional reasoning to solve real-world problems and represent proportional relationships using tables, graphs, equations, and mathematical language.

## *TELESCOPED MATH 7/ ALGEBRA 8*

In this course, 7<sup>th</sup> grade students will learn all the content in Math 7 as well as the content from the first half of the Algebra 8 course. Topics in Algebra 8 include solving equations and inequalities, slope and y-intercept of a linear equations, scatter plots, solving systems of linear equations, using the Pythagorean Theorem, and expression of exponential relationships using tables, graphs, and equations.

## *ALGEBRA*

In Algebra, students will learn about solving equations and inequalities, identifying and utilizing the slope and y-intercept of a linear equation, making scatter plots and using a line of best fit to make predictions, solving systems of linear equations, using the Pythagorean Theorem, and expression of exponential relationships using tables, graphs, and equations.

## *TELESCOPED ALGEBRA 8/ INTERMEDIATE ALGEBRA*

In this course, 8<sup>th</sup> grade students will learn all the content in Algebra 8 as well as the content from the first half of the Intermediate Algebra course. Topics in Intermediate Algebra include a thorough review of linear relationships, introduction to exponential relationships, and a solid study of secondary level statistics.

## *INTERMEDIATE ALGEBRA*

Intermediate Algebra encourages and enables students to use the language, symbols and notations of mathematics, to be confident using mathematics to analyze and solve problems both in and out of school, and to develop the knowledge and skills necessary to pursue further studies in mathematics. The course includes a thorough review of linear relationships, and introduction to exponential and quadratic relationships, a survey of transformations and a solid study of secondary level statistics and probability.

## *GEOMETRY*

In Geometry, students will study points, lines, line segments, rays, planes, and vectors in their exploration of angles, polygons, circles, lengths, areas, and volumes. Mathematical patterns and life’s patterns will also be explored. Emphasis will be placed on congruent figures, similar figures and their ratios, and right triangle trigonometric ratios. The concept of proof will be investigated and the utility of logic will be emphasized. Algebraic skills will be used to build further understanding of the interconnectedness of mathematics.

# PHYSICAL EDUCATION & HEALTH

## *HEALTH (7<sup>th</sup> & 8<sup>th</sup> Grades)*

Within Health Education, students will work to develop the skills necessary to live a healthy lifestyle. Part of a healthy lifestyle is being able to: set goals; use decision making skills; advocate for the self and others; analyze influences; access data; use communication skills; comprehend concepts; and practice healthy behaviors. We will use district-adopted resources such as Glencoe Teen Health 2, Healthteacher.com, Second Step, Making Proud Choices, and other supplemental resources. Making Proud Choices is an HIV/STD and Pregnancy Prevention curriculum adopted by MPS.

Topics include:

Wellness; Nutrition; Alcohol, tobacco, and drugs; Communicable and non-communicable diseases; Sexual health (gender norms/roles and GLBT related issues); Body systems; Consumer health; Making Proud Choices (pregnancy prevention, contraceptives, STDs, AIDS, and HIV).

## *PHYSICAL EDUCATION (all grades)*

All students at Justice Page Middle School will take a Physical Education course. The overall focus of this course is to promote the physical and social/emotional well-being of all students.

Students will participate in coordination and sport, fitness, cooperative, and lifetime activities. These opportunities will address movement skill and knowledge, physical fitness, personal and social behavior, and the value of living a physically active lifestyle. Students will also have an opportunity to work as a team, develop and refine previously learned skills, learn new concepts in fitness development, and assess their own active lifestyle.

# SCIENCE

## *SCIENCE 6*

Sixth grade science is a focused, hands-on investigation that uses the innovation process. Our investigations will be centered on four units: Practice of Science and Engineering; Physical Science—Motion, Force, and Engineering; Light and Sounds; Wave Energy; and Life Science—Structures and Function of Living Systems. Students will develop the investigative and collaborative skills to explore as scientists in small groups while deepening their understanding of science concepts. Students will be asked to develop the habits of mind and disciplinary literacy of scientists and engineers. Students will design investigations and solve problems that are relevant to them and their community while also integrating principles of the arts and other content areas to build connections throughout their day.

## *LIFE SCIENCE 7*

In this inquiry-based course, students will explore life and physical science concepts. There are five major unity of study: Elements, Compounds, and Chemical Reactions; Structure and Function of Living Systems; Diversity; Nature Systems; and Physical Properties of Matter. These investigations will provide meaningful opportunities for students to make connections to other disciplines including mathematics, engineering, and art. Daily lab experiences will promote the development of technology, literacy, and communication skills. Working as scientists, students in this course will conduct and design experiments, make observations, record and analyze data, and develop scientific explanations.

## *EARTH SCIENCE 8*

In eighth grade Earth Science, students will continue to develop the content knowledge, lab techniques, and communication skills necessary for success in high school science. There are three major units of study in this course: Weather and Climate; Changing Earth; and The Earth and Space. Students will explore dynamic planet Earth and its place in space through daily lab activities, critical reading activities, and the use of technology. Emphasis will be placed on designing and conducting controlled experiments, analyzing data, and forming scientific explanations.

# **SOCIAL STUDIES**

## ***MINNESOTA STUDIES 6***

In sixth grade social studies, students will investigate US History through the lens of Minnesota's shared history, and will integrate the study of geography, government and civics, personal finance and microeconomics in order to develop a more dynamic and interdisciplinary understanding of Minnesota Studies. We will examine many people and moments in Minnesota's history such as its indigenous populations, the arrival of white Europeans in the 16, 17, and 1800s, the abolition movement, the Civil and Dakota Wars, immigration, the Industrial Revolution, the Rights Revolution of the 1960s and 1970s, and modern Minnesota. Students will engage in inquiry through multiple modalities such as analyzing primary and secondary sources, embedding artistic analysis and design into our study of Minnesota history, and collaborating on project based learning and guided inquiry. We will take special care to view Minnesota's history through the eyes of many multicultural stakeholders.

## ***U.S. STUDIES 7***

In seventh grade, U.S. Studies students will be exploring the importance of history in our own lives, how history contributes to moral understanding, how history provides identity, and why studying history is essential for good citizenship. Through inquiry-based study, students will be expected to formulate, grapple with, and evaluate their opinions based on factual information gathered from primary and secondary sources. We will view American History through a multiple perspective lens to help our future world citizens function with a more open mind. Students will be empowered by their increased knowledge of how their country operates and how they can impact and react to change. Our seventh grade US Studies course will focus on history in the United States as it unfolds in the early 1800s to the present day. The national History Day project is a major project of this class where students choose a topic to research and present in a competitive showcase.

## ***WORLD STUDIES 8***

In eighth grade World Studies, we will be studying the world from a variety of different angles and cultural perspectives. We will explore geography's role in shaping both ancient and modern civilizations, and we will explore the historical, geographic, and cultural elements related to current issues in the world today. The class, following a "studies" model, includes multiple social studies disciplines, including history, civics, economics, and geography. Students will develop skills including reading and interpreting historical texts and maps, analysis of historical evidence and graphs, writing, research, academic debate, inquiry-based projects, and iPad technology. Model United Nations is an authentic simulation of the United Nations system. Students learn about the U.N. system, the skills of debate, compromise, conflict resolution and negotiation. Students have fun learning about the workings of world diplomacy through the lens of current events.

## **ELECTIVES**

### **ACADEMIC SUPPORT**

*Students are assigned to academic support classes based on test scores and teacher recommendation.*

#### ***ELA TOPICS***

ELA Topics is a support class for students whose performance shows they would benefit from extra reading support. It is taught by grade level ELA teachers, and will build on standards and skills addressed in grade level language arts classes. Students will work to increase their reading fluency, comprehension, and ability to analyze text. Students are assigned to ELA Topics based on test scores, ELA performance, and teacher recommendation.

#### ***ELL***

The mission of the ELL program at Justice Page Middle School is to provide support and intensive instruction to students who do not speak English as their first language. This program is designed to develop proficiency in comprehension, speaking, listening, reading, and writing. This course contributes to the skills necessary for success in mainstream classes, the school and the community. ELL is a part of JPS's comprehensive program that considers students' social, educational and cultural backgrounds as well as their existing skills and knowledge.

### ***FOCUS MATH***

Focus Math is an additional math class that provides the opportunity for students to accelerate math skills. This class will support students by offering meaningful and differentiated support in math skills not previously mastered, as well as offering support for the math skills that students are studying in their regular math course.

### **AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)**

AVID (Advancement Via Individual Determination) is a nationally recognized program that supports students who have shown academic promise, but would benefit from additional preparation for college success. Throughout the AVID program, students develop a community of support for one another as they navigate accelerated classes and participate in extracurricular and leadership opportunities. Students gain academic skills and are supported in their other courses by the AVID teacher, AVID tutors and their AVID peers. AVID emphasizes writing, inquiry, collaboration, organization and reading. AVID students spend two hours per week building skills necessary for success in college including writing, note taking, research and study skills. Another two hours each week consist of tutor-led study groups designed to support AVID students in rigorous coursework. One hour a week is focused on team building and motivational activities. Students interested in AVID must submit an application and be interviewed to determine acceptance into the program. See Ms. Cottingham in the counseling office if you are interested in an application.

# MUSIC

## ***BAND:***

### ***BEGINNING BAND***

This class is for students with no previous experience in band. Students will learn and apply the fundamentals of music through performance on a band instrument. Students will choose an instrument with the help of the instructor after trying out the following: flute, clarinet, saxophone, trumpet, and trombone. Students are expected to practice their instrument at home and perform in two evening concerts during the school year.

### ***VARSITY BAND***

This class is for intermediate level students with previous playing experience. Students will perform challenging literature as well as apply aspects of successful performance practices in concerts throughout the year.

### ***CONCERT BAND***

This class is an accelerated learning opportunity for band students. This group consists of students with more refined skills and playing abilities. Entrance to this group required a passed audition of various playing and skills requirements. Students who would like to audition for this group need to contact [andrew.nelson@mpls.k12.mn.us](mailto:andrew.nelson@mpls.k12.mn.us).

### ***JAZZ ENSEMBLE***

Jazz Ensemble is an accelerated learning opportunity for current active members in Band and Orchestra. Jazz Ensemble will center around learning the art of performing Jazz Music with emphasis on proper style, improvisation and historical importance of jazz icons and musicians. Students who would like to audition for this group need to contact [andrew.nelson@mpls.k12.mn.us](mailto:andrew.nelson@mpls.k12.mn.us).

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## ***CHOIR***

Get ready to sing! Choir is open to all students who want to explore choral music from a variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, and music theory in the process of becoming a well-rounded musician. This course accommodates for all ability levels and vocal ranges, using repertoire of unison, two-part, and three-part music. Students who participate in Choir are expected to perform in two evening concerts during the school year.

### ***CONCERT CHOIR***

Get ready to sing even more! Concert Choir is open to all students who have prior experience in a vocal ensemble or are ready for a more challenging singing experience. The core curriculum builds upon choir's focus on vocal technique, sight-reading, and music theory in the process of becoming a well-rounded musician. This course predominantly sings three-part repertoire. Students who participate in Concert Choir are expected to perform in two evening concerts during the school year.

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## **ORCHESTRA:**

### ***BEGINNING STRINGS***

Students with no previous experience in orchestra will learn and apply the fundamentals of music through performance on a stringed instrument. Students will choose an instrument with the help of the instructor after trying out the following: violin, viola, cello, and upright bass. Students are expected to practice their instrument at home and perform in two evening concerts during the school year.

### ***VARSITY STRINGS***

This class is for intermediate level students with previous playing experience. Students will perform challenging literature as well as apply aspects of successful performance practices in concerts throughout the year.

### ***SYMPHONY ORCHESTRA***

Symphony Orchestra is an accelerated learning opportunity for Orchestra students. This group consists of students with more refined skills and playing abilities. Entrance to this group requires a passed audition of various playing and skills requirements. Students who would like to audition for this group need to contact [andrew.nelson@mpls.k12.mn.us](mailto:andrew.nelson@mpls.k12.mn.us)

### ***JAZZ ENSEMBLE***

Jazz Ensemble is an accelerated learning opportunity for current active members in Band and Orchestra. Jazz Ensemble will center around learning the art of performing Jazz Music with emphasis on proper style, improvisation and historical importance of jazz icons and musicians. Students who would like to audition for this group need to contact [andrew.nelson@mpls.k12.mn.us](mailto:andrew.nelson@mpls.k12.mn.us).

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## ***WORLD MUSIC: DRUMMING AND DANCE***

For students who like to move *and* groove! World Music: Drumming and Dance covers a wide variety of dance and percussion techniques from around the globe. This class is meant for all students interested in learning how to express themselves through improvisation, composition, and performance of choreography and music. All students are expected to actively participate in both the movement and drumming components of this class.

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# **SPECIAL TOPICS (7<sup>th</sup> & 8<sup>th</sup> GRADE STUDENTS)**

*Please note that spaces are limited and 8<sup>th</sup> graders have priority in scheduling for these classes. Spaces will be given to interested seventh graders as available.*

## **ADVANCED FITNESS TOPICS**

Do you enjoy being active? Do you enjoy challenging yourself physically? If so, Advanced Fitness Topics is the class for you! In this class, we will explore activities that strengthen your cardiovascular system, such as walking, running, kickboxing and team sports. We will also engage in activities that build your muscular strength and endurance. Your flexibility will be challenged through activities like yoga and Pilates. Advanced Fitness Topics is taken in addition to Physical Education.

## **SCIENCE TOPICS**

*SCIENCE TOPICS: Engineering the Future* is a year-long course that includes the Future City Competition first semester, and Technovations Competition/Coding and Programming 101 for second semester. If you are mature, dedicated, and a self-starter who is not afraid of hard work, this is great opportunity to apply yourself to semester-long, team-based, competition-level projects. This class will be centered around working as a team with people you may or may not interact with on a regular basis. You and your team will be expected to work on your project outside of class as well. In addition to all of our hands-on tasks such as model building and coding/programming, teams will be expected to conduct research, write essays, complete project plans, set and monitor goals, and meet deadlines for all parts of their projects. While this class will be a lot of work, it will also be a lot of fun, and the more you put in to your projects, the more you will get out of the class. For more information, see Mr. Koupal in room 312.

## **SOCIAL STUDIES TOPICS**

Do you have strong interest in learning about topics of your choosing? In this course students will have the opportunity to explore a variety of current and historical events, cultures, and social issues.

Learning will be through individual and group project-based learning. There will be a variety of choice regarding topics, projects, and presentation formats students work with throughout the course. Media might include video, podcasts, writing, and other formats. If you are someone who likes to learn with and through technology, this is a great opportunity for you. Project examples include History Day, Model UN, Student News, and community partnerships. See Mr. Nutter in room 129 if you have questions.

# VISUAL ART

## *ART*

Artists will deepen their creative and artistic skills through a variety of techniques and media including: drawing, sculpture and painting. We will apply the Elements and Principles of Art, follow the Visual Arts Long Term Learning Targets for the Minneapolis Public Schools and incorporate school-wide themes into our projects. Student artists will learn how to edit their work based off of peer critique and analyze the symbolism in Ojibwa and Plain American Indian Art. We will also examine social and cultural messages in art now and throughout Art History.

## *ART ELECTIVE*

Student artists will explore how murals represent a community's identity, history and hopes for the future. As part of this class, we will create a mural for Justice Page Middle School that showcases who we are and where we are headed. This project will involve engaging collaborative and conceptual processes, examining our own cultural identities as well as further developing necessary painting and drawing skills for large-scale public art.

# WORLD LANGUAGE

## *ARABIC A*

Marhaba! The focus of Arabic A is to build the basic foundation for success in subsequent levels. By the end of Arabic A, students will be able to ask and answer simple questions on familiar/personal topics, understand carefully constructed speech that is sympathetic to the needs of non-native speakers, write using learned phrases and memorized expressions, and have a basic understanding of cultures in Arab-speaking countries. Topics that will be covered include: introductions, room vocabulary, school classes and supplies, and family and foods.

## *ARABIC B*

Marhaba! Arabic B begins where the first year left off. Students will improve and increase their three modes of communication. By the end of level B, the students will be able to start, maintain, and end a simple face-to-face conversation on topics that are familiar to them. Students will also be able to understand what is said clearly and slowly on familiar topics and read and understand authentic written materials. Further, the students will be able to describe their interests, activities, and personal experiences using several simple sentences in the present and past tenses. Topics include: school daily routine, staying fit and healthy, and creating a good community.

## *ARABIC C*

Marhaba! In Arabic C, there will be an increased focus on grammar. This class will expand students' reading and writing skills in addition to learning subject areas, such as art and culture. Students will be able to produce short writings about different daily activities, give short and concise oral presentations on topics of interest, and acquire more knowledge about the Arabic culture.

## ***SPANISH 1***

Spanish 1 is a beginner course designed to guide students in the practice of being adept world citizens through the use and exploration of a language new to them. Students will be immersed in the target language and investigate Spanish-speaking cultures in their immediate, and world, communities. The four modalities of listening, speaking, reading, and writing will be practiced to acquire a foundational vocabulary, develop basic communication skills, and enhance language learning strategies in the context of Spanish-speaking cultural situations.

## ***SPANISH 2***

Spanish 2 is a continuation of Spanish 1. In Spanish 2, students will continue to work towards becoming adept world citizens through the use and exploration of the Spanish language. Students will be immersed in the target language, further developing a wide vocabulary and building upon the communication skills learned in Spanish 1. Students will develop and practice these skills through the four language modalities of listening, speaking, reading, and writing. Students will be expected to use Spanish almost exclusively in class to enhance language acquisition. Spanish 1, or equivalent course work with teacher recommendation, is required to take this course.

## ***SPANISH 3***

Spanish 3 is a culmination of Spanish 1 and 2. Students will complete more in-depth cultural study in Spanish as well as be expected to use Spanish nearly exclusively in class. Students in Spanish 3 will also prepare for moving on to high school Spanish through more writing and reading analysis. Students will practice starting and maintaining a conversation in Spanish. At the end of Spanish 3, students will write an essay that will be assessed for high school Spanish level placement. Spanish 2, or equivalent course work with teacher recommendations, is required to take this course.

## ***SPANISH FOR SPANISH***

### ***SPEAKERS***

This course is designed for native Spanish speakers and non-native Spanish-speaking students who demonstrate advanced language acquisition skills and an eagerness to learn the language and culture of the Spanish-speaking world. Through the use of a variety of different medias, including Latin American literature and social justice-based thematic units, students will be prompted to further develop their skills around the use of the four modalities of language to comprehend, interpret and apply meaning from texts, develop and communicate critical analysis, inquire and elicit information, and share information, stories, and past experiences