

Justice Page Middle School

Course Catalog 2022-2023

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:

- AVID
- Community building and supports for families and students through Crew (Advisory) and interdisciplinary teams
- Core instruction: ELA, math, science, social studies
- Elective opportunities in the arts, culture, world languages, STEM and physical education/health
- Social Emotional Learning
- STEAM integration
- Student groups

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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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 | Exceeds Standards |
| 3 | Meets Standards |
| 2 | Partially Meets Standards |
| 1 | Does Not Meet Standards |
| NE | No Evidence |
| CR | Credit |
| NC | No Credit |

In the student/parent portal, SBG number grades are translated into letter grades. Please see the [JPS Standards Based Grading info sheet](#) on our website for more information.

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 their 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:

- 6th grade (last names A-K):
marie.hassell@mpls.k12.mn.us
- 6th grade (last names L-Z):
carolyn.cottingham@mpls.k12.mn.us
- 7th grade: marie.hassell@mpls.k12.mn.us
- 8th grade: 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 call the main office at 612-668-4040 or email:

- cassie.zonnefeld@mpls.k12.mn.us
- britt.engrav@mpls.k12.mn.us
- kate.allen@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.

Students who have newly arrived to the United States, or have less than one full school year of formal education in school in the U.S., will be placed into our Recently Arrived English Learner (RAEL) program. This program consists of two class periods of direct English language instruction that focuses on beginning literacy (phonics, decoding, spelling, simple grammar), speaking and listening skills, and foundational English language vocabulary.

MATH AND READING SUPPORT

Students will be selected for math and reading support in one-on-one or small group meetings based on their class performance and assessments.

MATH SUPPORT

In math support sessions, students will receive targeted instruction to help them build number sense. Students will work with an interventionist to identify specific areas of focus such as fluency with basic operations (+, -, x, /), multi-digit, fractional, and decimal number sense. Based on student needs, we will design a method of instruction that is tailored to individual learners. Our goal is for students to become more confident and proficient mathematicians while developing a love of mathematics.

READING SUPPORT

In reading support sessions, students will receive targeted instruction to help them build literacy skills. Students will work with an interventionist to identify specific areas of focus such as phonological awareness, fluency, and reading comprehension. Based on student needs, we will design a method of instruction that is tailored to individual learners. Our goal is for students to become more confident and proficient readers while developing a love of reading.

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 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. Programs include: ASD, DCD, EBD, Resource, and School-Based.

AUTISM SPECTRUM DISORDER (ASD) PROGRAM

The Autism program provides structured, individualized programming; communication and social skills training; positive behavioral programming; educationally-based sensory activities as appropriate; and inclusion with mainstream peers and activities for students on the autism spectrum. Curricula will be selected based on individual need, state standards, and the curriculum being used in the general education. Students range from full inclusion to a functional skills model. When in the mainstream, there may be additional adult support to help with social/communication skills, answer questions, 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.

EMOTIONAL BEHAVIORAL DISORDER (EBD) PROGRAM

The Emotional Behavioral Disorder (EBD) is a Federal Setting III Special Education program for students who need support with social skills and self-regulation. Federal Setting III students spend at least 60% of their day with special education staff. The EBD program provides individualized programming for academic and behavioral needs. Inclusion and participation with general education peers are encouraged when appropriate. When in the mainstream, there may be additional adult support to help with social/communication skills, answer questions, and to make sure students are on-task, engaged and generally understanding the curriculum. This program focuses on social emotional direct instruction and learning.

RESOURCE PROGRAM

Our 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 transitions from elementary to middle school and from middle school to high school.

Course offerings for Special Education continued on next page.

SCHOOL-BASED PROGRAM

School Based Programming is for students who have been identified as eligible for special education services and in need of support for social, emotional, and behavioral health. School based programming is created to serve students of multi-categorical disabilities including EBD (Emotional/Behavioral Disorders), SLD (Specific Learning Disabilities), OHD (Other Health Disabilities), ASD (Autism Spectrum Disorders), and other disorders that impact social/emotional health/learning. Students can access services in both general education and special education classrooms with the supports of a licensed special education teacher and Special Education Assistants. Students do not require a specific federal setting to access the services, this program was created to increase the capacity of MPS schools to better support students with social/emotional needs.

COURSE DESCRIPTIONS

2022-2023 ACADEMIC OFFERINGS AND PROGRAMS OF STUDY

CREW (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. Crew is grounded in the Circle of Power and Respect (CPR), social-emotional learning and anti-bias curriculum. 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 Crew 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 by reading a variety of whole-class and self-selected fiction and nonfiction texts; using the writing process to compose fiction, narrative, 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

Seventh grade language arts is designed to foster an authentic love of literature and to awaken or cultivate an intrinsic joy in reading for pleasure. Students will work to become effective communicators and wordsmiths through discussions, expository and narrative writing; together we’ll practice imaginative thinking and intellectual curiosity as we study texts including poetry, speeches, films, novels, graphic novels, and essays. Anticipated whole class texts include: *The Breadwinner* by Deborah Ellis, *March Book One* by John Lewis, and *Inside Out and Back Again* by Thanhha Lai.

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 texts include *The Giver* by Lois Lowry, *Bronx Masquerade* by Nikki Grimes, *Aristotle and Dante Discover the Secrets of the Universe* by Benjamin Alire Sáenz, *A Midsummer Night’s Dream* by William Shakespeare, and a variety of short stories, essays, speeches and poems. Writing will emphasize both personal and analytical responses to literature. We will continue to build on students’ skills in inquiry, discussion, and collaboration.

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. Students will also work with measures of central tendency and graphical representations of data.

TELESCOPED MATH 7/ ALGEBRA 8

In this course, 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 equation and arithmetic sequences, scatter plots, and using the Pythagorean Theorem. Students entering this course must have all 6th grade standards complete prior to starting this course.

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 expressing exponential relationships by using tables, graphs, and equations.

TELESCOPED ALGEBRA 8/ INTERMEDIATE ALGEBRA

Telescoped Algebra 8 | Intermediate Algebra is composed of eight units and is designed to follow the Telescoped Math 7 | Algebra 8 course. During this course, students will complete the last half of the 8th grade standards and all of the Intermediate Algebra Standards. The course includes a thorough review of linear relationships, an introduction to exponential and quadratic relationships, a survey of transformations and a solid study of secondary level statistics and probability.

Math offerings continued on next page.

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 (7th & 8th 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 units 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 U.S. History through the lens of the shared histories of the people, land, animals and resources in this land we now call Minnesota. 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, and academic debate.

ELECTIVES

ACADEMIC SUPPORT

ENGLISH LANGUAGE DEVELOPMENT

Students that speak another language in the home are placed in academic language development (ALD) courses based on their grade level and language proficiency level according to the WiDA ACCESS 2.0 standardized test scores from the previous year. Courses are designed to develop proficiency in comprehension, speaking, listening, reading, and writing, all skills necessary for success in mainstream classes, the school and the community. Students exit ALD courses when they reach an overall English proficiency level score of 4.5 on the annual WiDA ACCESS test.

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. Applications will be available online with other course registration materials.

ARTS

BAND:

BEGINNING BAND

This class is for students with no previous experience on a band instrument or those who are looking to switch to a new instrument after speaking with their current music teacher. 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.

WIND ENSEMBLE

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 zane.kaiser@mpls.k12.mn.us

JAZZ BAND

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.

CHOIR & WORLD MUSIC:

VARSITY CHOIR (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 occasionally 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 middle-school level vocal ensemble and 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.

MUSIC EXPLORATION

This course is intended for students who would like a wide variety of musical experiences - think of it as the middle school version of your beloved elementary general music class. Units for this class are focused on learning to sing, play, and move to many different of musical styles, identifying and analyzing the sounds we hear, and creating compositions of our own.

ORCHESTRA:

BEGINNING STRINGS

This class is for students with no previous experience on a stringed instrument or those who are looking to switch to a new instrument after speaking with their current music teacher. Students 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.

ORCHESTRA

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 zane.kaiser@mpls.k12.mn.us

THEATER:

THEATRE PERFORMANCE 1

Students of all levels are welcome to theatre I, a class about performance, acting, getting in touch with your artistic voice, and learning the basics of what social justice is. In this class technique is developed through improvisational theatre activities, stage movement, and some collaboration with guest artists. Students will create and define safe space, write spoken word poetry, and participate in two original performances. The class is designed for students with a strong interest in performing and with a desire to work with and get to know others. No previous experience necessary, an open mind and willingness to try new things is a must!

THEATRE PERFORMANCE 2

This is an intermediate class, and students are expected to have a strong understanding of the value of safe space, ensemble, and the power of artistic voice. In theatre II, each student has the opportunity to develop their artistic voice, through performance, poetry, writing, exploration of social justice themes, and visual arts. We will create and perform original theatre that reflects YOUR ideas, your experience, your goals and hopes for this world. The class is designed for students with a strong interest in performing. Students who want to further artistic development and have strong leadership and passion for theatre 1 will enjoy theatre 2. You must be prepared to step into leadership roles and be ready to take creative risks.

VISUAL ARTS:

ART

Artists will deepen their creative and artistic skills through a variety of techniques and media including: drawing, sculpture, digital art and painting. We teach on a three-year rotation so content and projects will not be repeated if students take art every year. 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 deepen their knowledge of art vocabulary, learn how to edit their work based off of peer critique and exhibit their art. This mixed-grade class is very hands-on with a lot of variety and opportunities to explore new materials.

See p. 17 for Murals.

SPECIAL TOPICS (7th & 8th GRADE STUDENTS)

Please note that spaces are limited and 8th graders have priority in scheduling for these classes. Seventh grade students may be assigned as space is available. Students will be placed in a maximum of one special topics class.

CODING (TECHNOLOGY ENRICHMENT)

With a unique focus on creativity, problem solving, and project-based learning, students will explore coding fundamentals to create their own computer programs, practice foundational concepts in programming, and solve programming puzzles. Students will have access to different programming languages. Students can progress at their own rate.

DANCE AS ART AND CULTURE

This class is a beginning level class that is designed to explore dance as movement, art, and culture all in one. In this class you will get the opportunity to create dance performances inspired by writings (story, spoken word, other poetry) and culture as it pertains to dance (hip hop, modern, African, etc.) You will learn about how your bodies can move, learn and lead movement warm ups, create choreography, work with guest artists, and have your imaginations expanded through self-expression. This class is for students who want to learn with their peers and teacher, as well as explore movement and try new things through creative risk. No previous dance experience is necessary, just a willingness to work with others and move your body.

ENGINEERING THE FUTURE (SCIENCE TOPICS)

SCIENCE TOPICS: Engineering the Future includes the Future City Competition first semester, and Product Testing and Safety Engineering second semester. If you are a mature, dedicated, self-starter who is not afraid of hard work, this is an opportunity to apply yourself to semester-long, team-based, competition-level projects. Class centers around working as a team with people you may or may not interact with on a regular basis. Your team will be expected to work on your project outside of class as well. In addition to hands-on tasks such as model building, computer-aided design (CAD), and 3D printing, 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, contact:
Travis.Koupal@mpls.k12.mn.us

GUITAR

In guitar, we will learn about the history of the guitar, as well as learn to play a wide variety of styles of music. While a student may have played the guitar in the past, it is not necessary for students to have previous experience. Students will have access to a guitar during class.

MURALS (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 or our broader community 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

Please note that spaces are limited in Arabic and French. Eighth graders have priority in scheduling for these classes. Sixth and seventh grade students will be assigned as space is available.

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. Open to all grade levels.

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. Open to all grade levels.

~~EXPLORATORY FRENCH~~

Due to budget cuts, we will not be able to offer French in 2022-2023. We did have a course description in our original postings. Sorry for any confusion.

EXPLORATORY SPANISH

Exploratory Spanish 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. Open to all grade levels.

SPANISH 1A

Spanish 1A is a continuation of Exploratory Spanish. In Spanish 1A, 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 Exploratory Spanish. 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. Exploratory Spanish, or equivalent course work with teacher recommendation, is required to take this course. Course is limited to 7th and 8th grade students.

SPANISH 1B

Spanish 1B is a culmination of Exploratory Spanish and Spanish 1A. 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 1B 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 1B, students will write an essay that will be assessed for high school Spanish level placement. Spanish 1A, or equivalent course work with teacher recommendations, is required to take this course. Course is limited to 8th grade students.

SPANISH FOR SPANISH SPEAKERS

This course is designed for native Spanish speakers who demonstrate an eagerness to learn more about the language and culture of the Spanish-speaking world. Through the use of a variety of different media, 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. Open to all grade levels.