

**COLLEGIUM CHARTER SCHOOL**

**MIDDLE SCHOOL**

**ACADEMIC HANDBOOK**

*Updated June 2016*



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❖ **MISSION STATEMENT**

The Collegium Charter School Community will work tirelessly to ensure the brightest possible futures for our students, to nurture them, to empower them to recognize in themselves uniqueness and talent, to instill in them a firm academic foundation, critical thinking, and respect for diversity, to foster in them scholarship and responsibility, and to develop in them the desire for a lifetime filled with optimism, generosity, character, and confidence. Our goal will continually be to prepare each student for the rigors of college life, and to hold ourselves and our students accountable for our mutual success.

❖ **GUIDANCE DEPARTMENT**

Course selection is a critical process for students and families. The purpose of this handbook is to provide valuable information to aid in this process. Please carefully review the policies and course offerings. It is the goal of the Guidance Department to assist in developing a schedule for each student that meets his/her educational needs and career goals. Students are encouraged to make an appointment with their counselor for assistance in the course-selection process. CCS counselors, administrators, and teachers are happy to help parents with questions regarding course content and recommended placement.

❖ **ACADEMIC DAY**

Collegium follows a 6-day rotating schedule for all students. This type of schedule helps reduce the effects of scheduling changes on classes that do not meet daily. For example, instead of your child's schedule going from Monday to Friday, he/she will have a schedule for each of the following: Day-1, Day-2, Day-3, Day-4, Day-5 and Day-6. The "Days" will be published in the weekly newsletter and on the homepage of our website.

**BELL SCHEDULE**

Period	Time
Homeroom	7:30 – 7:45
1 <sup>st</sup>	7:48 – 8:28
2 <sup>nd</sup>	8:31 – 9:11
3 <sup>rd</sup>	9:14 – 9:54
4 <sup>th</sup>	9:57 – 10:37
5 <sup>th</sup>	10:40 – 11:20
6 <sup>th</sup>	11:23 – 12:03
7 <sup>th</sup>	12:06 – 12:46
8 <sup>th</sup>	12:49 – 1:29
9 <sup>th</sup>	1:32 – 2:12
10 <sup>th</sup>	2:15 – 2:55

❖ **GRADING SYSTEM**

All grades are reported in percentages. Collegium does not report or convert percentage grades to a 4-point scale. Extra credit assignments and "curves" are not used in the calculation of student grades. Collegium has four equally weighted marking periods (quarters) throughout the academic year.

Grading Scale	
93-100%	A
85-92%	B
77-84%	C
70-76%	D
69-0%	F

Quarter	Percentage of Final Grade
1	20%
2	20%
Midterm Exam	10%
3	20%
4	20%
Final Exam	10%

For grade point average (GPA) calculations, Honors courses are weighted with an additional 5 points. This value is not added to the final percentage grade for a class and the additional points are not reflected in the percentage grade provided on a report card or transcript.

For middle school students, the final grade (cumulative) for a course must be 70% or higher to be considered passing. Students whose final course grades are less than 70% will fail the course. In a given school year, if a student fails two major subjects or one major and two minor subject courses or any equivalent of two major courses, the student will not be promoted. Instead, the student will be retained at their current grade level. Middle school students will not be permitted to make-up failed coursework at summer schools or in school programs outside of Collegium. Major subjects include Science, Math, Social Studies, Spanish, Writing/Grammar, and Literature.

❖ **ASSESSMENT**

<b>Assessment</b>	<b>% of Quarterly Grades</b>		<b>Type of Assessment</b>
Critical Milestone Questions	19%	75%	Curriculum Imbedded Assessment
Foundational Knowledge Assessments	56%		
Teacher Imbedded Assessments	25%		Teacher Imbedded Assessment

**Curriculum Imbedded Assessments**

Curriculum Imbedded Assessments (CIAs) are CCS-standardized assessments which make up a total of 75% of the final grade in a course. They are utilized to ensure our students’ mastery of the CCS curriculum. In grades 7-12, CIAs are made up of four parts: the Foundational Knowledge assessments (tests and quizzes), the Critical Milestone Questions (essays), and a Mid-Term and a Final exam. The Foundational Knowledge assessments are given continuously throughout each unit of study. At the end of each unit of study, the essay portion of the CIA is administered. Mid-Term Exams will be administered midway through the school year, and Final Exams will be given at the end of the school year.

**Teacher Imbedded Assessments**

Teacher Imbedded Assessments (TIAs), which make up 25% of a student’s final grade in a course, are the formative assessments that are utilized to guide instructional decisions by allowing the teacher to monitor students’ depth of understanding on a daily basis, and decide whether or not the class is ready to proceed, or if material needs to be re-taught prior to taking a more formal Foundational Knowledge Assessment.

**Eureka Math**

Grades for students in Eureka Math 7 or 8, will be based on summative assessments such as quizzes and tests, and will not follow the CMQ, FKA, and TIA percentage breakdown listed above.

❖ **HOMEWORK**

Homework is designed to be a risk-free way in which students can make mistakes, investigate, and learn. Research demonstrates that learning is increased when stress is reduced or eliminated and practice is risk-free. Homework is not graded; however, daily quizzes taken from homework are graded. Assignments such as research projects, book reports and term papers are not homework and are graded. While homework may not be required if a student is performing exceptionally well in a subject or course, it is expected that most students will complete some, if not all, of the assigned homework. If a student is earning less than 85% in a course, the student is required to complete all homework assignments. A teacher may also require a student

to complete a homework assignment if the teacher knows the particular assignment is in the best interest of the learner and/or is needed to prepare for classroom activities and discussions. Parents are encouraged to monitor their child's homework and communicate with the teacher(s) regarding their child's understanding of the content.

❖ **LATE WORK POLICY**

Students who turn in an assignment within five days passed the due date will receive a 10% deduction for each day the assignment is late. Students who turn in work more than five days late, will receive a total grade deduction of 50%. Late work from the first semester will not be accepted beyond two weeks after midterm exams, and late work from the second semester will not be accepted beyond the start of final exams.

❖ **COURSE LEVELS**

Student placement in a particular level is based on all of the following criteria: academic performance, teacher recommendations, and performance on standardized tests (ex. PSSA). To the extent to which scheduling allows, student placement is course specific, i.e. a student may be enrolled in an Honors level Math class and a College Preparatory Language Arts class.

The educational team may recommend level changes for students who either have not mastered (85% or better) the content or who have excelled in their current placement. Level changes may be made with the approval of the principal and if scheduling permits. Level changes may also be made as required by an Individualized Education Plan (IEP).

**Honors Level**

This level is for high achieving students who are self-motivated to learn. The future plan for these students is to take Honors and AP Level courses in High School, and to select from a wide variety of elite colleges and universities upon graduation. The students in this level are capable of higher level thinking, demonstrate maturity, and have highly developed study skills that enable the students to pursue independent research and learning. Courses offered at this level will help to prepare students for Advanced Placement courses in grades 10-12. To remain in courses at this level, students must have consistent grades of 85% or better at the conclusion of each school year.

**College Preparatory**

This level is for students who plan to attend competitive four-year colleges upon graduation from High School. The students in this level possess effective study skills and conscientiously complete assignments. They demonstrate the ability to read, write, and speak in a proficient manner and meet or exceed the PA standardized requirements.

**Resource Level**

This level is for students who need support outside of the regular education classroom. Courses in this level will be individualized for students based on IEP goals and the least restrictive environment and in accordance with applicable state and federal regulations.

❖ **NON-RECOMMENDED PLACEMENT OF STUDENTS**

Each CCS teacher carefully considers academic performance, standardized test results, and motivational level when recommending course levels for their students. A student's schedule reflects where the teachers and the educational team, based on their professional judgment and experience with the student, believe he/she will succeed.

Courses are offered at three different levels: honors, college preparatory, and academic. The levels, each of which prepares the student for college work, enable students to be accurately placed according to their needs

and abilities. A parent who disagrees with the recommended placement may override the decision of CCS; however, in doing so the parent must understand and agree to the following conditions:

1. To the extent to which the master schedule allows, student placement is course specific, i.e. a student may be enrolled in a College Preparatory science class and an Academic math class.
2. If a student in a non-recommended placement cannot keep up with the class work, Collegium's class schedule may not allow the student to change to another level due to scheduling conflicts with other courses. The student may then have to take a *Withdrawal Failing* and be assigned to a study hall.
3. Teachers of Honors level and College Prep level courses are not expected to alter the pace of their courses or provide extra help for students who were recommended for a lower level. Parents who determine it is necessary to hire a tutor to work with the student outside of class do so at their own expense.

❖ **CORE CURRICULUM SEQUENCE**

A student's progress along the continuum will be determined by their successful completion of required prerequisites. Course expectations become more rigorous as the academic levels increase.

❖ **ACCELERATING A STUDENT'S COURSE PROGRESSION**

**Option 1:** Students who are confident in the content of a required skills-based course (Math or Spanish) may choose to take the CCS final exam to determine if they can skip a course. If a student earns an 85% or better on the CCS final exam for the course, they can skip that course and move on to the next level of study in the subject area. No grade will appear for a skipped course on the student's transcript. Students must still two middle school years of the subject area. Accelerating does not exempt a student from taking a course in a required subject area.

**Option 2:** Students who take a course in lieu of a CCS course through a program approved by CCS, and pass the course with a 70% or better, will be awarded middle school credit for the course and it will appear on students' CCS transcripts. Currently, *Educere* is the only approved program. Students do not need to take the CCS final in this scenario. If a student takes a class through a program not approved by CCS, they may only be awarded credit for the course if the student passes the course with a 70% or better and passes the CCS final with a grade of 85% or better.

❖ **COURSES BY GRADE LEVEL**

<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
Literature	Literature
Writing & Grammar	Writing & Grammar
Social Studies	Social Studies
Math	Math
Science	Science
Spanish	Spanish
Art	Art
General Music <i>or</i>	General Music <i>or</i>
Music Ensemble	Music Ensemble
Health/PE	Health/PE

**Science**

A student's progress along the science continuum will be determined by their successful completion of required prerequisites rather than by grade level. The following table shows three typical progressions.

Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases.

<b>Grade Level</b>	<b>Honors Level</b>	<b>College Prep Level</b>
<b>7<sup>th</sup> Grade</b>	Honors Life Science	Life Science, CP
<b>8<sup>th</sup> Grade</b>	Honors Earth & Space Science	Earth & Space Science, CP

### **Math**

A student's progress along the math continuum will be determined by their successful completion of required prerequisites rather than by grade level. The following table shows three typical progressions. Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases.

<b>Grade Level</b>	<b>Honors Level</b>	<b>College Prep Level</b>
<b>7<sup>th</sup> Grade</b>	Honors Algebra 1	Eureka 7
<b>8<sup>th</sup> Grade</b>	Honors Geometry	Algebra 1, or Eureka 8

### **Language Arts**

Includes: Literature and Writing & Grammar. Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases. All students take one Literature and one Writing & Grammar course each year. The following tables show three typical progressions for both Literature and Writing & Grammar courses.

#### **Literature Courses**

<b>Grade Level</b>	<b>Honors Level</b>	<b>College Prep Level</b>
<b>7<sup>th</sup> Grade</b>	Honors 7 <sup>th</sup> Grade Literature	7 <sup>th</sup> Grade Literature, CP
<b>8<sup>th</sup> Grade</b>	Honors 8 <sup>th</sup> Grade Literature	8 <sup>th</sup> Grade Literature, CP

#### **Writing & Grammar Courses**

<b>Grade Level</b>	<b>Honors Level</b>	<b>College Prep Level</b>
<b>7<sup>th</sup> Grade</b>	Honors 7 <sup>th</sup> Grade Writing & Grammar	7 <sup>th</sup> Grade Writing & Grammar, CP
<b>8<sup>th</sup> Grade</b>	Honors 8 <sup>th</sup> Grade Writing & Grammar	8 <sup>th</sup> Grade Writing & Grammar, CP

### **Social Studies**

Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases. The following table shows three typical progressions.

<b>Grade Level</b>	<b>Honors Level</b>	<b>College Prep Level</b>
<b>7<sup>th</sup> Grade</b>	Honors World Cultures & Geography	World Cultures & Geography, CP
<b>8<sup>th</sup> Grade</b>	Honors World History I	World History I, CP

### **Spanish**

Students are expected to take Spanish each year. Levels are determined based on achievement, demonstrated ability, and teacher recommendation.

#### **❖ COURSE DESCRIPTIONS**

Please note that enrollment in any course is dependent upon course availability. Courses may close or be canceled without prior announcement based on demand and enrollment capacities. Courses may be added to meet the needs of Collegium students. Grade levels listed below are suggested and may be modified to meet the educational needs of our students.

### **ART COURSES**

#### **Ceramics**

**Grades:** 7 and 8

**Term:** Daily, 1<sup>st</sup> and 3<sup>rd</sup> Quarters

This is an exploratory course designed to expose middle school students to the many different techniques involved within the art of ceramics. Students will engage in a variety of projects that are subject to change throughout each quarter. While projects may change, students will all be introduced to the same fundamental ceramic techniques such as: wedging clay, coil building, slab building, reclaiming clay, firing techniques, etc. As this is a project-based class, assessments will include but are not limited to: completion of sketches before each assignment, preparation and participation in class discussions and critiques, completion of artist statements, and mastery of hands-on art production.

#### **Sculpture**

**Grades:** 7 and 8

**Term:** Daily, 2<sup>nd</sup> and 4<sup>th</sup> Quarters

This is an exploratory course designed to expose middle school students to the many different techniques involved within the art of sculpture. Students will engage in a variety of projects that are subject to change throughout each quarter. While projects may change, students will all be introduced to the same fundamental sculpture techniques such as: building with cardboard, recycled materials, plaster, and paper mache. As this is a project-based class, assessments will include but are not limited to: completion of sketches before each assignment, preparation and participation in class discussions and critiques, completion of artist statements, and mastery of hands-on art production.

#### **Painting**

**Grades:** 7 and 8

**Term:** Daily, 2<sup>nd</sup> and 4<sup>th</sup> Quarters



This is an exploratory course designed to expose middle school students to the many different techniques involved within the art of painting. Students will engage in a variety of projects that are subject to change throughout each quarter. While projects may change, students will all be introduced to the same fundamental painting techniques such as: how to properly mix paint, utilizing color theory and the color wheel in their art, and maintaining a clean and sufficient workspace/materials. As this is a project-based class, assessments will include but are not limited to: completion of sketches before each assignment, preparation and participation in class discussions and critiques, completion of artist statements, and mastery of hands-on art production.

**Drawing**

**Grades:** 7 and 8

**Term:** Daily, 1<sup>st</sup> and 3<sup>rd</sup> Quarters

This is an exploratory course designed to expose middle school students to the many different techniques involved within the art of drawing. Students will engage in a variety of projects that are subject to change throughout each quarter. While projects may change, students will all be introduced to the same fundamental drawing techniques such as: how to utilize art-making tools to create works of art, how to brainstorm and plan ideas to create a work of art, etc. As this is a project-based class, assessments will include but are not limited to: completion of sketches before each assignment, preparation and participation in class discussions and critiques, completion of artist statements, and mastery of hands-on art production.

**HEALTH & PHYSICAL EDUCATION COURSES**

**7<sup>th</sup> Grade Health**

**Term:** Year, 3x/cycle

The 7<sup>th</sup> Grade Health curriculum recognizes the challenges young teens face with their health and fosters the development of positive changes now to promote lifetime wellness. In the first unit, students will explore the four parts of health and develop strategies to recognize and improve unhealthy behaviors. Unit two focuses on making good decisions and conflict resolution. This unit prepares students to properly handle stressful situations in their early teen years. In the third unit, students learn to make nutritious food choices and gain the skills to implement a healthy diet. Within the final unit, students discuss the changes that are occurring in their bodies, conception, and the human lifespan.

**8<sup>th</sup> Grade Health**

**Term:** Year, 3x/cycle

The 8<sup>th</sup> Grade Health curriculum strengthens students' comprehension of the importance and balance of their physical, mental and social health. Unit one, body systems, and unit two, physical fitness, introduces the complexity of the human body, and offer students strategies to maintain and strengthen their physical health. Due to stressful triggers that young teens face on a daily basis, unit three educates students on proper strategies to manage their stress. The final unit focuses on building responsible relationships. Students will evaluate their current social habits and acquire skills to improve future relationships.

**Middle School Physical Education**

**Term:** Year, 3x/cycle

The focus of Middle School Physical Education is to introduce students to activities that will keep them active and healthy through their lifetime. With this focus in mind, students will participate in daily exercise coupled with team sports such as flag football, volleyball, floor hockey, tchoukball (yes...this is a real sport), basketball, pickle ball, and whiffle ball. Students also participate in cooperative games and problem-solving tasks to encourage quick thinking and teamwork. Daily grades known as S.U.P.E.R. points will earn students

fifteen points for sportsmanship, uniform, participation, effort, and respect. *Materials needed: CCS PE uniform shirt/sweatshirt, CCS uniform shorts/sweat pants, tied sneakers.*

## **ENGLISH LANGUAGE ARTS COURSES**

### **English as a Second Language (ESL)**

**Grade Levels:** 7 and 8

**Term:** As determined

The middle school ESL program is designed to help students improve their speaking, listening, reading, and writing of the English language. The goal is to help students successfully participate in their mainstream classes and to meet the academic standards of CCS and PA. The students receive ESL instruction and academic support in their content area classes. The curriculum focuses on improving reading comprehension through reading for daily life and improving writing skills through a variety of activities. Instruction in speaking and listening skills is also part of the curriculum.

### **Writing & Grammar**

**Grade Level:** 7

**Term:** Year, Daily

The developmental study of composition, grammar, and language usage, the mechanics of language, research resources, and study skills are core components of Language Arts. Primary emphasis is on maximizing written communication abilities and preparing students for future success. In this course, students will be introduced to the elements of grammar and mechanics that are necessary for developing writing skills. An emphasis on grammar and mechanics will prepare students to develop a personal style and voice. Students will be introduced to several types of expository writing, including research, how-to, cause and effect, and compare and contrast writing, as well as personal narrative. Students will employ the grammar and mechanics rules they learn in class to their writing.

### **Writing & Grammar**

**Grade Level:** 8

**Term:** Year, Daily

The developmental study of composition, grammar, and language usage, the mechanics of language, research resources, and study skills are core components of Language Arts. Primary emphasis is on maximizing written communication abilities and preparing students for future success. In this course, students will continue their study of grammar and the mechanics of writing as they delve deeper into the writing process. Students will continue to develop their personal style and voice as they investigate narrative, persuasive, and research writing. Students will engage in a cross-curricular research project that connects the content of this class with the content of their history class. Students use the information they gain from their research to engage in a forum discussion while acting as the historical figures they researched.

### **Reading**

**Grade Level:** 7 and 8

**Term:** Year, Daily

This course uses a reading program designed to improve the reading skills of struggling readers. In this course, students read high-interest, leveled novels as well as expository texts. The course includes vocabulary study, reading decoding, comprehension, and fluency development. Students develop critical thinking and problem-solving strategies through individual, small, and whole group activities.

### **Literature**

**Grade Level:** 7

**Term:** Year, Daily

The 7th grade Literature curriculum is designed to provide students with foundational knowledge to understand cornerstones of learning. Students embark on an introductory investigation of literary genres. The teaching of Literature at CCS enables students to gain a greater understanding of both common and extraordinary literary aspects.

### **Literature**

**Grade Level:** 8

**Term:** Year, Daily

This course has an emphasis on the foundational elements of literature: plot, character, mood, theme, and style. These elements can be applied to any form of literature including short stories, plays, novels, poetry, etc. An understanding of these elements is essential for all students. Teachers choose from a wide selection of literature to teach the basic elements. The number of selections covered is based on the academic level of the class.

## **MATHEMATICS COURSES**

### **Eureka Math**

“It’s not enough for students to know the process for solving a problem; they need to understand why that process works so they can use it anytime. Teaching mathematics as a story, Eureka Math builds students’ knowledge logically and thoroughly to help them achieve deep understanding.” (www.greatminds.net).

### **Eureka 7**

**Grade Levels:** 7

**Term:** Year, 9 periods per cycle

**Prerequisite:** Eureka 6

### **Eureka 8**

**Grade Levels:** 8

**Term:** Year, 9 periods per cycle

**Prerequisite:** Eureka 7

### **Algebra I**

**Grade Level:** 7-8

**Term:** Year, 9 periods per cycle

**Prerequisite:** Placement determined based on achievement, demonstrated ability, and teacher recommendation.

Students will review basic tools of algebra, algebraic concepts, and simple equations. Students will also work with functions, graphing, multiple-step equations, inequalities, linear equations, quadratic equations and functions, number theory, radical and rational expressions as well as exponential functions. Instruction will consist of a variety of strategies involving manipulatives, instructional games, and projects. *Materials Needed: Graphing Calculator.*

## **Geometry**

**Grade Levels:** 8

**Term:** Year, 9 periods per cycle

**Prerequisite:** Algebra I

Students in this course will acquire deductive thinking and reasoning skills, and will increase their ability to think logically. A strong understanding of mathematical processes is required. Students will study the following geometric concepts in depth: properties of polygons, circles, perpendicular and parallel lines, perimeter, area, and volume. *Materials Needed: Graphing calculator, protractor, and a compass.*

## **MUSIC COURSES**

### **General Music**

**Grade Levels:** 7 and 8

**Term:** Quarterly, Daily

This project-based class will focus on allowing students to create their own music based on a variety of genres such as rock, pop, and hip-hop, infused with the techniques of keyboarding and western music theory. Projects will include creating music in association with art, creating film music, and producing a short album. All projects will be burned to a CD for each student to receive at the end of each class.

### **String Orchestra**

**Grade Levels:** 7 and 8

**Term:** Yearly, 3x per cycle

String Orchestra is open to students learning violin, viola, cello, and bass. Emphasis is placed on listening and playing together as an ensemble, as well as more specific technical skills such as intonation, phrasing, rhythm, bow techniques, vibrato, shifting, higher positions, and tone production. Rehearsals and lessons are mandatory. Participation in all public performances is required.

### **Concert Choir**

**Grade Levels:** 7 and 8

**Term:** Yearly, 3x per cycle

Students will perform various classic and modern choral literature throughout the year. Students will learn proper vocal technique and skills in maintaining vocal health. There will also be an emphasis on sight-reading and the development of aural skills. Members of the concert choir are required to attend rehearsals and performances after school. Small group or individual rehearsals are also mandatory. Participation in all public performances is required.

### **Concert Band**

**Grade Levels:** 7 and 8

**Term:** Yearly, 3x per cycle

As young instrumentalists, this class will explore the vast genres of music ranging from Tchaikovsky to Michael Jackson. Students will work on technique, rhythm, tone quality, style, and confidence, all while being a part of a supportive and positive musical environment. Students will take mandatory individual or group lessons during the school day to build a foundation in technique. All performances for this group are also mandatory. Students should have at least one year of playing experience, or half of a year of private lessons in their instrument to join.

### **Jazz Band**

**Grade Levels:** 7 and 8

**Term:** Yearly, 3x per cycle

This is our higher level band experience, incorporating guitar, bass, and drum set. Though named Jazz Band, the genres explored in this group include rock, funk, Latin jazz, and Broadway; in addition to the jazz styles. Participation in Concert Band is required for all Jazz Band members, unless previously discussed with the teacher. Students will take mandatory individual or group lessons during the school day to build a foundation in technique. All performances for this group are also mandatory. Students must have approval by the Jazz Band teacher before registration.

## **SCIENCE COURSES**

### **Life Science**

**Grade Level:** 7

**Term:** Year, Daily

Planet Earth abounds with countless varieties of living organisms, all of which are connected by the flow of energy. It is crucial that we understand how living things, including ourselves, function, interact and impact the world around us. In Life Science, we cover the following subjects: nature of science, cells, genetics, evolution, ecology and chemistry.

### **Earth & Space Science**

**Grade Level:** 8

**Term:** Year, Daily

This course focuses on understanding and applying the natural processes within the solar system and Earth's atmosphere. Understanding Earth and its place in the universe is a key concept. Additional areas of study include concepts in physics, chemistry, geology, astronomy, meteorology, and oceanography. Instruction emphasizes our relationship to the environment as well as contemporary issues and problem-solving techniques.

## **SOCIAL STUDIES COURSES**

### **World Cultures & Geography**

**Grade Level:** 7

**Term:** Year, Daily

This is a dynamic course of study that focuses on understanding and appreciating a variety of cultures from around the world. Concentrating on a foundation of geography, students are encouraged to think about the world around them.

### **World History I**

**Grade Level:** 8

**Term:** Year, Daily

This is the first year of a two year study of World History. This class starts with the study of Early Civilizations and traces their growth into great empires. The class culminates in the interaction of the East and the West during the Age of Exploration. Throughout the class students will focus on applying what they are learning to their understanding of the world they live in. Students who successfully complete this course will take World History II in 9<sup>th</sup> Grade. Students who successfully complete the Honors World History I course are eligible to apply for 9th Grade AP World History in place of World History II.

## **TECHNOLOGY**

### **Design and Modeling**

**Grade Levels:** 7 and 8

**Term:** Semester, Daily

In this Project Lead the Way (PLTW) course, students will apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

### **Computer Skills and Applications**

**Grade Levels:** 7 and 8

**Term:** Semester, Daily

This class will provide hands-on instruction in basic keyboarding skills, computer concepts, and software applications (word processing, desktop publishing, presentation software, introduction to spreadsheets and databases).

## **WORLD LANGUAGE COURSES**

### **Extended Spanish I**

**Term:** 2 years, 3x per Cycle

This two-year Spanish I course (Spanish IA and Spanish IB) is recommended for students who lack previous academic experience with the language or otherwise require a slower pace. The curriculum matches that of the Spanish I but allows for additional time to practice and build comprehension.

### **Spanish I**

**Term:** Year, 3x per Cycle

A continuation of CCS's elementary level Spanish classes, this course is designed to continue introductory and fundamental speaking, listening, reading, and writing skills. Students will participate in activities that foster learning of basic vocabulary, question and answer conversational elements, as well as reading and writing. Additional emphasis is placed on an awareness of Spanish culture and customs.

### **Extended Spanish II**

**Term:** 2 years, 3x per Cycle

This two-year Spanish II course (Spanish IIA and Spanish IIB) is recommended for students who lack previous academic experience with the language or otherwise require a slower pace. The curriculum matches that of the Spanish II but allows for additional time to practice and build comprehension.

### **Spanish II**

**Term:** Year, 3x per Cycle

**Prerequisite:** Spanish I or Extended Spanish I

In this course, students will continue the development of speaking, listening, reading, and writing skills. Students will give oral presentations, read short passages, and write brief conversations and narratives to increase speech fluidity. Due to the pace and increasing rigor of this course, it is recommended that students enrolling have achieved mastery of Spanish I concepts.

### **Spanish III**

**Term:** Year, 3x per Cycle

**Prerequisite:** Spanish II or Extended Spanish II

Students in this course continue to focus on all elements of language – reading, writing, speaking, and listening. Increased fluidity of conversation is emphasized through practice and discussion. Students will read Spanish cultural selections as well as short stories. Projects are assigned to increase writing and speaking proficiency.