



Curriculum Guide

Overview
2020-2021

Curriculum Review Process -Valley Catholic Middle School

Valley Catholic Middle School's curriculum is reviewed and updated on a yearly basis with an in-depth study of individual subjects occurring at least every three years, as determined by the Archdiocese of Portland. In addition, Valley Catholic Middle School's staff and administration review curriculum as follows:

Middle School Curriculum Review Committees

Departments

Departments are based on the subject (math, fine arts, etc.) and all Valley Catholic teachers attend department meetings. These meetings happen at least quarterly. If a teacher has classes in more than one subject area (math and religion, for example), then the teacher attends both department meetings (split time between the two meetings).

Middle School Staff/Program

There are twenty staff members, plus the principal, vice principal, and counselor, identified as the middle school core staff. These teachers specialize in the needs of middle school students, from day-to-day classroom procedures to school environment (social, extra-curricular, transitional/age appropriate adjustments, etc.) Middle School core meetings address everything from middle school-specific curriculum to individual student needs.

Tools for Review of the Middle School Program

Middle School Test Results

Summative standardized tests (previously STAR) are administered to our current sixth, seventh, and eighth grade students. The results are compared with those of students throughout the Archdiocese of Portland as well as to the national average.

High School Placement Tests

STS High School Placement Test Results are reviewed for our current eighth grade students. The results are compared to students throughout the Archdiocese who have applied as freshmen to a Catholic high school (This includes public and private school applicants.) Please note: All local Catholic high schools give the same entrance test to all freshman applicants.

Tools for Review of the Middle School Program (cont'd.)

High School Performance Results

The review process includes, but is not limited to the following feedback:

- PSAT and SAT scores of Valley Catholic Middle School (VCMS) alumni
- AP (advanced placement) test scores for VCMS alumni
- High school GPAs
- College acceptances and placement for VCMS alumni (as well as honors and awards received)
- Personal check-in at feeder high schools (admission directors, department heads, teachers) to see how VCMS alumni perform in general

Other

Content Review and Textbook Adoption Cycle The Archdiocese and the State of Oregon review a core content area, such as science, math, etc. on a yearly basis. This review process is a key component in Valley Catholic's textbook adoption cycle so that as the state and Archdiocese make changes, we can address the changes in our textbook adoptions. Typically, Valley Catholic Middle School adopts two textbooks a year, so every subject goes through an in-depth review every four years in addition to the yearly review, based on the Archdiocesan review cycle.

Trends in Education and Department Meetings All curriculum updates are considered, as well as any trends in education, on a yearly basis within the department meetings. All of this information is used to review, adjust, or confirm our current curriculum and leads to updates of the VCMS Curriculum Guide that go into effect the following school year.

Annual Review of Other Programs Each year, Valley Catholic Middle School reviews the programs of leading middle schools in the greater Portland area as well as new approaches in education. Through these reviews, the staff gains insight and evaluates whether the current middle school program could benefit from those changes. These reviews validate Valley Catholic Middle School's unique educational opportunities and approach while allowing the staff members to remain current on other trends in education. The reviews serve to explain why Valley Catholic may or may not choose to follow those trends.

Regular Student and Parent Feedback Quarterly student surveys provide vital information about student perceptions, peer-to-peer interactions, the effectiveness of cross-curricular skill development, and differences in academic mastery within each grade level. In addition, there are surveys presented to both students and parents after significant projects or events in an effort to continually improve signature projects.

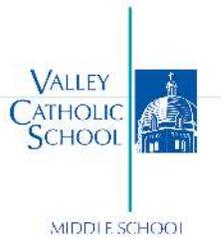


Table of Contents

2020-2021

Department	6th Grade	7th Grade	8th Grade
English	English Speech	English Speech	English Speech
Math	Grade-Level Math Honors Math Advanced: Pre-Algebra	Pre-Algebra Honors: Pre-Algebra Advanced: Algebra	Algebra Honors: Algebra Advanced: Geometry
Multidisciplinary STEM Projects	STEMinar Outdoor School Mars Project	STEMinar Future City Business Project	Capstone
Performing Arts	MS Band MS Choir MS Drama MS Orchestra	MS Band MS Choir MS Drama MS Orchestra	MS Band MS Choir MS Drama MS Orchestra
Physical Education	PE	PE	PE
Religion	Old Testament	Life of Christ	Church History
Science	Earth Science	Physical Science	Life Science
Social Studies	Ancient World	Middle Ages	American Studies
Technology	Technology	Technology	Technology is integrated into all subjects with advanced offerings during electives.
Visual Arts	N/A	Introduction to Art Advanced Art	Introduction to Art Advanced Art
World Languages	N/A	N/A	French I Spanish I



Sixth Grade English

English Department
2020-21

Required Texts – Grade Level

Voyages in English Loyola Press
The Giver by Lois Lowry
The Westing Game by Ellen Raskin
Dragonwings by Laurence Yep
The Dark is Rising by Susan Cooper

Required Texts – Honors

Voyages in English, Loyola Press
The Giver by Lois Lowry
Esperanza Rising by Pam Muñoz Ryan
Chains by Laurie Halse Anderson
The Hobbit by J.R.R. Tolkien

Course Description

In 6th grade English, students read and comprehend complex literary and informational texts independently and proficiently. They connect themes across genres and develop social responsibility through reading and writing. They develop the use of language to describe, entertain, inform, analyze, persuade, and express feelings in writing. Students express ideas with clarity and coherence in writing and oral communication. In addition, students build a larger vocabulary by looking closely at context clues in writing. They develop public speaking skills through preparation and voluntary participation in the Valley Catholic Speech Tournament.

Class Scope and Sequence:

Unit	Theme	Literature	Writing	Writing Type
Unit One	Character and Characterization	Direct Indirect	Informative and Explanatory Writing	Summarizing
Unit Two	Setting	Atmosphere	Narrative Writing	Personal Narrative
Unit Three	Story Structure Irony	Plot Structure Exploring Irony	Narrative Writing	Fictional Narrative
Unit Four	Conflict	Internal Conflict External Conflict	Informative and Explanatory Writing	Research
Unit Five	Symbolism	Symbols in Literature	Narrative Writing	Fictional Narrative

Unit Six	Point of View	Limited Omniscient	Informative and Explanatory Writing	Compare/Contrast
Unit Seven	Tone and Mood	Tone Mood	Informative and Explanatory Writing	Cause/Effect
Unit Eight	Theme	Traditional & Hidden Themes	Argumentative Writing	Persuasive



Seventh Grade English

English Department

2020-21

Required Texts – Grade Level

Voyages in English, Loyola Press
The Outsiders by S.E. Hinton
The Lion, The Witch, and The Wardrobe by C.S. Lewis
The Pearl by John Steinbeck
Canyon Winter by Walt Morey

Required Texts – Honors

Voyages in English, Loyola Press
The Outsiders by S.E. Hinton
The Old Man and the Sea by Ernest Hemingway
Animal Farm by George Orwell
A Wizard of Earthsea by Ursula LeGuin

Course Description:

In 7th grade English, students continue to build upon the skills acquired in 6th grade English. They master the use of language to narrate, describe, analyze, explain, argue, persuade, inform, entertain and express feelings in writing and orally. Students express ideas with clarity and coherence in writing and oral communication. They continue to develop public speaking skills through preparation and participation in the Valley Catholic Speech Tournament. In literature, students compare texts and connect themes across genres and develop social responsibility through reading, writing, and reflecting on important time-periods in history.

Class Scope and Sequence:

Unit	Theme	Literature	Writing	Writing Type
Unit One	Character and Characterization	Direct, Indirect Minor Characters	Informative and Explanatory	Character Analysis
Unit Two	Point of View	Limited Omniscient	Narrative Writing	Fictional Narrative
Unit Three	Author's Style	Elements of Style Style Choices	Informative and Explanatory	Literary Analysis
Unit Four	Symbolism	Conventional and Nonconventional	Informative and Explanatory	Literary Analysis
Unit Five	Theme	Traditional and Hidden Themes	Informative and Explanatory	Compare and Contrast
Unit Six	Imagery	How Imagery Works in a Story, Sensory Imagery	Informative and Explanatory	Research

Unit Seven	Setting	Atmosphere Setting Contrast and Variety	Narrative	Descriptive
Unit Eight	Conflict	Categories Internal Conflict External Conflict	Argumentative Writing	Persuasive



Eighth Grade English

English Department
2020-21

Required Texts – Grade Level

Voyages in English Loyola Press
To Kill a Mockingbird by Harper Lee
Treasure Island by Robert Louis Stevenson
Farewell to Manzanar by Jeanne Wakatsuki
 Houston and James D. Houston
Uglies by Scott Westerfeld

Required Texts – Honors

Voyages in English Loyola Press
To Kill a Mockingbird by Harper Lee
Lord of the Flies by William Golding
Night by Elie Wiesel
The House of the Scorpion by Nancy Farmer

Course Description

In 8th grade English, students continue to build upon the skills acquired in 6th and 7th grade English. They maintain the use of appropriate vocabulary as well as develop a larger, more diverse vocabulary. Students use correct grammar with appropriate and varied sentence structure. They master the use of language to narrate, describe, analyze, explain, argue, persuade, inform, entertain and express feelings in writing and orally. Students express ideas with clarity and coherence in writing and oral communication. They continue to develop public speaking skills through preparation and participation in the Valley Catholic Speech Tournament. In literature, students compare texts and connect themes across genres and develop social responsibility through reading, writing, and reflecting on important time-periods in history.

Class Scope and Sequence:

Unit	Theme	Literature	Writing	Writing Type
Unit One	Character and Characterization	Richer Characters Character Psychology Minor Characters	Narrative Writing	Fictional Narrative
Unit Two	Recognizing Themes	Universal Themes Important Statements	Informative and Explanatory Writing	Literary Analysis
Unit Three	Story Structure	Plot Structure Serial & Parallel Plotting Time Sequence	Informative and Explanatory Writing	Compare and Contrast
Unit Four	Conflict	Categories Internal Conflict External Conflict	Informative and Explanatory Writing	Literary Analysis
Unit Five	Point of View	Multiple Points of View Stream of Consciousness	Narrative Writing	Personal Narrative
Unit Six	Imagery and Symbols	World View, Imagery Conventional vs. Nonconventional	Argumentative Writing	Persuasive Writing

Unit Seven	Setting	Role of Setting in Plots Setting Contrast and Variety	Informative and Explanatory Writing	Descriptive
Unit Eight	Style	Elements of Style Conflict and Plot	Argumentative Writing	Literary Analysis



Speech – All Grades

English Department
2020-21

Required textbooks: None

Course Description:

Speech skills are taught within the English classes, small group practice sessions, as well as through integration within the other academic subjects. Students learn the basic elements for giving presentations as well as specific training for Valley Catholic Middle School’s Annual Speech Tournament.

Picking a Speech

- Humorous Speech
- Serious Speech
- Original Composition

Tips for Giving Speeches

- Body Language
- Hands
- Posture
- Feet
- Eye Contact

Elocution

- Finding a Piece
- Memorization Techniques
- Delivery
- Interpretation of Author’s Meaning

Extemporaneous

- Sample the Content
- Author's Purpose
- Use of Language Cues
- Technique
- Focus
- Cadence

Impromptu

- Use of Topic
- Developing the Speech
- First Line Prompts
- Topics as Metaphors
- Compare/Contrast points
- Perspectives
- Use of Humor

For over 50 years, Valley Catholic Middle School has hosted an Annual Speech Tournament in late February/early March. Over 400 students compete each year for trophies and scholarships that are applied toward tuition at any Catholic high school within the Archdiocese of Portland. Members of Toastmasters and members of the community serve as judges for elocution, extemporaneous reading and impromptu speeches. All 7th and 8th grade Valley Catholic Middle Students compete in the Speech Tournament. 6th grade student participation is voluntary.



6th Advanced Pre-Algebra

Math Department
2020-21

Required Textbook:

Big Ideas Math Advanced 2 by Ron Larson

Course Description:

In this course, students explore the language of Algebra, Geometry, and other areas of mathematics in verbal, graphical, and symbolic form. Skills and concepts are tied to applications that are part of the students' real world or to connections with other mathematics topics. There is a strong emphasis on the student becoming an efficient problem solver and learning to analyze a new problem and discover different ways to solve it. Problem solving activities and applications will encourage the students to model patterns and relationships with variables and functions and to construct, draw, measure, and classify geometric figures. This course gives extensive practice and review of concepts, computational skills, solving equations, and problem-solving strategies necessary for success. The second half of the year will be an introduction of linear equations and graphing. Students will take Advanced Algebra 1 in 7th grade.

Class Scope and Sequence:

Tools for Problem Solving

- Order of Operations
- Variables and Expressions
- Powers and Exponents
- Solving Equations Mentally

Patterns and Number Sense

- Divisibility Patterns
- Prime Factorization
- Sequences
- Greatest Common Factor
- Least Common Multiple

Integers

- Comparing and Ordering Integers
- The Coordinate System
- Adding/Subtracting Integers
- Multiplying/Dividing Integers
- Solving Equations
- Integers as Exponents

Applications with Decimals

- Decimals: Comparing, Rounding and Estimating, Multiplying and Dividing
- Powers of Ten
- Scientific Notation

Applications with Fractions

- Mixed Numbers and Improper Fractions
- Simplifying Fractions
- Adding and Subtracting Fractions and Mixed Numbers
- Dividing Fractions and Mixed Numbers

Investigations in Geometry

- Angles
- Polygons
- Triangles and Quadrilaterals
- Area
- Surface Area and Volume

Statistics and Data**Analysis**

- Mean, Median, and Mode
- Stem-Leaf Plots
- Misleading Statistics

An Introduction to Algebra

- Using Inverse Operations
- Addition and Subtraction Equations
- Multiplication and Division Equations
- Writing Algebraic Expressions



6th Grade-Level/Honors Math

Math Department
2020-21

Required Textbook:

Big Ideas Math Advanced 1

Course Description:

This course gives extensive practice and review of concepts, computational skills and problem-solving strategies necessary for success in Pre-Algebra. Valley Catholic Middle School students take the AMC8 exam. The American Mathematics Competition for students in the 8th grade and below is a 40-minute multiple choice test. The test is designed to enrich the mathematics experience of middle-school students.

Class Scope and Sequence:

Tools for Problem Solving

- Order of Operations
- Variables and Expressions
- Powers and Exponents
- Solving Equations Mentally

Patterns and Number Sense

- Divisibility Patterns
- Prime Factorization
- Sequences
- Greatest Common Factor
- Least Common Multiple

Integers

- Comparing and Ordering Integers
- The Coordinate System
- Adding/Subtracting Integers
- Multiplying/Dividing Integers
- Solving Equations
- Integers as Exponents

Applications with Decimals

- Decimals: Comparing, Rounding and Estimating, Multiplying and Dividing
- Powers of Ten
- Scientific Notation

Applications with Fractions

- Mixed Numbers and Improper Fractions
- Simplifying Fractions
- Adding and Subtracting Fractions and Mixed Numbers
- Dividing Fractions and Mixed Numbers

Investigations in Geometry

- Angles
- Polygons
- Triangles and Quadrilaterals
- Area
- Surface Area and Volume

Statistics and Data Analysis

- Mean, Median, and Mode
- Stem-Leaf Plots
- Misleading Statistics

An Introduction to Algebra

- Using Inverse Operations
- Addition and Subtraction Equations
- Multiplication and Division Equations
- Writing Algebraic Expressions



7th Advanced Algebra

Math Department
2020-21

Required textbooks:

Elementary and Intermediate Algebra, Thomson/Brooks-Cole

Course Description:

This course covers all the material traditionally taught in a first-year algebra course, and introduces some of the concepts and computational skills usually seen in Algebra II. Some topics not covered in standard textbooks will be discussed. Students will also practice on competitive math exams. The course is designed for motivated students with high mathematical ability. The students will take Advanced Geometry their 8th grade year.

Basics

- Numeric and algebraic expressions
- Properties of the four operations
- Operations on real numbers

Polynomials

- Operations on monomials and polynomials
- Zero/negative exponents
- Factoring general polynomials
- Long division of polynomials and synthetic division

Equations and Inequalities

- Solving linear equations
- Inequalities and compound inequalities
- Applied problems (interest, mixtures, rates, etc.)
- Problem solving practice

Rational Expressions

- Simplifying rational expressions
- Operations on rational expressions
- Equations with rational expressions

Coordinate Geometry

- Graphing linear equations
- Four forms of a linear equation
- Solving linear systems (graphing, substitution, elimination, Cramer's Rule)

Exponents and Radicals

- Simplifying and combining radicals
- Operations on radicals
- Radical Equations

Quadratic Equations and Inequalities

- Completing the square
- The quadratic formula
- Complex numbers
- Graphing quadratic equations

Class Scope and Sequence



7th Pre-Algebra Grade Level/Honors

Math Department
2020-21

Required Textbooks:

Big Ideas Math Advanced 2 by Ron Larson

Course Description:

In this course, students explore the language of algebra, geometry, and other areas of math in verbal, graphical, and symbolic form. Skills and concepts are tied to applications that are part of students' real world or to connections with other mathematics topics. Students not only becoming efficient problem solvers, but are also able to analyze a new problem and discover different ways to solve it. Problem solving activities and applications encourage the students to model patterns and relationships with variables and functions and to construct, draw, measure, and classify geometric figures. This course gives extensive practice and review of concepts, computational skills, solving equations, and problem-solving strategies necessary for success in Honors Pre-Algebra and includes an introduction of linear equations and graphing. Students will take Honors Algebra in 8th grade.

Class Scope and Sequence:

Tools for Problem Solving

- Order of Operations
- Variables and Expressions
- Powers and Exponents
- Solving Equations Mentally

Patterns and Number Sense

- Divisibility Patterns
- Prime Factorization
- Sequences
- Greatest Common Factor
- Least Common Multiple

Integers

- Comparing and Ordering Integers
- The Coordinate System
- Adding/Subtracting Integers
- Multiplying/Dividing Integers
- Solving Equations
- Integers as Exponents

Applications with Decimals

- Decimals: Comparing, Rounding and Estimating, Multiplying and Dividing
- Powers of Ten
- Scientific Notation

Applications with Fractions

- Mixed Numbers and Improper Fractions
- Simplifying Fractions
- Adding and Subtracting Fractions and Mixed Numbers
- Dividing Fractions and Mixed Numbers

Investigations in Geometry

- Angles
- Polygons
- Triangles and Quadrilaterals
- Surface Area and Volume

Statistics and Data**Analysis**

- Mean, Median, and Mode
- Stem-Leaf Plots
- Misleading Statistics

An Introduction to Algebra

- Using Inverse Operations
- Addition and Subtraction Equations
- Multiplication and Division Equations
- Writing Algebraic Expressions



8th Grade-Level Algebra

Math Department
2020-21

Required Textbooks:

Algebra 1, Common Core iPad edition (McGraw-Hill Education)

Course Description:

This course covers the material of first-year algebra. Students who master the material of the course will be prepared to challenge Algebra I in high school. If mastery is not achieved, students should retake Algebra I as freshmen in high school. Valley Catholic Middle School students take the AMC8 exam. The American Mathematics Competition for students in the 8th grade and below is a 40-minute multiple choice test. The test is designed to enrich the mathematics experience of middle-school students.

Class Scope and Sequence:

Algebra Basics

- Expressions, equations, order of operations
- Properties of addition and multiplication
- Operations with integers and rational numbers

Solving Equations

- Single-step and multi-step equations
- Equations with absolute value
- Equations with variables on both sides

Functions and Graphs

- Definition of function
- Graphing linear relations
- Writing linear equations in various forms

Powers and Roots

- Rules for operations with monomials
- Negative exponents
- Square roots and the Pythagorean Theorem

Polynomials

- Basic operations on polynomials
- Special products
- Factoring polynomials

Quadratic Functions

- Graphing quadratic functions
- Radical expressions
- Solving quadratics by completing the square
- Solving quadratics by using the Quadratic Formula

Systems of Equations

- Graphing systems of linear equations
- Solving systems using substitution and elimination
- Solving systems of linear inequalities



8th Honors Algebra

Math Department
2020-21

Required textbooks:

Elementary and Intermediate Algebra, Thomson/Brooks-Cole

Course Description:

This course covers all the material traditionally taught in a first-year algebra course, and introduces some of the concepts and computational skills usually seen in Algebra II. Some topics not covered in standard textbooks will be discussed. Students will also practice on competitive math exams. The course is designed for motivated students with high mathematical ability. The students will take Advanced Geometry their 8th grade year.

Class Scope and Sequence:

Basics

- Numeric and algebraic expressions
- Properties of the four operations
- Operations on real numbers

Polynomials

- Operations on monomials and polynomials
- Zero/negative exponents
- Factoring general polynomials
- Long division of polynomials and synthetic division

Quadratic Equations and Inequalities

- Completing the square
- The quadratic formula
- Complex numbers
- Graphing quadratic equations

Equations and Inequalities

- Solving linear equations
- Inequalities and compound inequalities
- Applied problems (interest, mixtures, rates, etc.)
- Problem solving practice

Rational Expressions

- Simplifying rational expressions
- Operations on rational expressions
- Equations with rational expressions

Coordinate Geometry

- Graphing linear equations
- Four forms of a linear equation
- Solving linear systems (graphing, substitution, elimination, Cramer's Rule)

Exponents and Radicals

- Simplifying and combining radicals
- Operations on radicals
- Radical Equations



8th Advanced Geometry

Math Department
2020-21

Required Textbooks:

Glencoe/McGraw Hill Geometry (iPad)

Course Description:

This course covers all the material traditionally taught in a first-year Geometry course, and reinforces some of the concepts and computational skills usually seen in Algebra I. Some topics not covered in standard textbooks will be discussed. Students will also practice on competitive math exams. The course is designed for motivated students with exceptional mathematical ability. Extra topics include polynomials, systems of quadratic equations and logarithms. The students will typically take Algebra II their freshmen year of high school.

Class Scope and Sequence:

The Language of Geometry

- Language and symbols
- Segments, Midpoints and Distance
- Rays and Angles

Congruent Triangles

- Classifying Triangles and Testing for Congruent Triangles
- Angle Measure

Similarity

- Application of Proportion
- Similar Polygons
- Similar Triangles
- Proportional Parts

Polygon and Area

- Polygons and Polyhedra
- Areas and Polygons
- Area and Circumference of Circles
- Geometric Probability

Reasoning and Proof

- Logic
- Properties of Algebra
- Two-Column Proofs

Applying Congruent Triangles

- Right Triangles
- Inequalities of Triangles
- Triangle Inequality

Right Triangles and Trigonometry

- Geometric Mean
- Pythagorean Theorem
- Special Right Triangles
- Trigonometry
- Law of Sines and Cosines

Surface Area and Volume

- Prisms and Cylinders
- Pyramids and Cones

Parallels

- Parallels and Transversals
- Parallels in Proofs
- Slopes and Distances

Quadrilaterals

- Parallelograms
- Tests for Parallelograms
- Rectangles
- Squares and Rhombi
- Trapezoids

Circles

- Parts of Circles
- Angles, Arcs and Chords
- Inscribed Angles
- Tangents
- Special Segments

Coordinate Geometry

- Linear Equations
- Algebra and Statistics
- Coordinate Proof
- Vectors



Sixth Grade STEMinar

Multidisciplinary STEM Projects

2020-21

Class Description:

STEMinar offers enhancements to the existing curriculum. Students will use class-work and homework from other classes to learn important skills. In a few cases, practice assignments or extension activities may be assigned to help reinforce a particular skill or concept. In quarter two, students use the engineering design process to define a problem, brainstorm solutions, develop prototypes and iterate on their designs. Students will also learn test-taking strategies and how to prepare for finals.

In quarter three, students will work on their presentation and public speaking skills by practicing for the Valley Catholic Speech Tournament. Students will also begin the Mars Project, a cross-curricular group project that will help students develop a variety of tools that help them succeed academically and transfer those new skills into authentic life experiences. In quarter four, students will continue to improve their presentation skills with the culmination of the Mars Project. Students will also build on their existing knowledge of test-taking strategies and how to prepare for finals.

Class Scope and Sequence:

Organizational Skills:

- locker, backpack, agenda, work space
- time management
- project/long term assignment planning

General Study Habits and Techniques:

- Detailing Homework Assignments
- Attention to details and timelines
- Study techniques and skills
- Active Study Strategies
- Visualization
- Mnemonic devices
- Word association
- Acronyms
- Categorizing

Testing Skills

- Types of tests, test-taking tips, testing formats
- Developing a Study Plan for Final Exams

Engineering Design

- Project-based Learning
- Engineering Design Process
- Brainstorming
- Developing Prototypes

Public Speaking Skills

- Oral reading
- Eye contact, voice quality, body language
- Speech Tournament practice (extemporaneous and impromptu)

Mars Project

- Online research skills
- Research writing
- Engineering Design Process
- Brainstorming
- Presentation Skills



Sixth Grade Outdoor School

Multidisciplinary STEM Projects

2020-21

Program Description:

The VCMS Outdoor School program enriches the sixth grade curriculum by extending instruction beyond the classroom. The outdoor school program provides students an engaging, hands-on experience to learn about the natural world and develop strong interpersonal skills. Education occurs in all developmental areas including critical thinking, collaboration, and field research. Lessons and shared experiences learned at outdoor school are brought back to the classroom and applied throughout the sixth grade year.

Program Scope and Sequence:

Science Activities

- Owl pellet dissection
- Rock cycle
- Chemical reactions
- Salmon life cycle

Community Building

- Team building activities
- Cabin competitions
- Positive relationship skills
- Campfire skits and songs

Art and Literature

- Leaf imprinting
- Tree cookies
- Constellations and Myth writing

Religion

- Appreciation of God’s creation
- Stewardship of the Earth
- Prayer service

Nature Activities

- Hiking
- Tree and plant identification
- Nature journaling
- Orienteering

Special Guests

- The Reptile Man
- OMSI
- The Audubon Society



Sixth Grade Mars Project

Multidisciplinary STEM Projects

2020-21

Project Description:

Students work with a team to develop solutions for barriers to human survival on Mars. Students work through the engineering and design process to create a brochure, poster, and promotional video of their design. After an in-class survey, each student is assigned a specific role in the group with responsibilities and deliverables. It is the responsibility of each student to complete their assigned pieces and work together with the students in their group to finish the project.

Goal: A team of (4) students will find solutions to barriers to human survival on Mars. They will apply these researched solutions in their choice of a design

Overarching Question: How can a _____ be designed on Mars? (Example: Ice-cream shop, football stadium)

Individual Project: Students will research barriers to human survival on Mars (oxygen, gravity, food and water, and (optional 4th) and write a research paper in their English class.

Project Scope and Sequence:

Writing

- 5-paragraph essay; intro; explanation of three barriers, conclusion
- Description of solutions/design for brochure

Research

- Layout of brochure and poster
- Solutions to barriers and how they can be applied to the design

Presentation

- Promotional video
- Final presentation
- Presentation Fair

Product

- Brochure that highlights solutions and design
- Poster to showcase design features
- Promotional video



Seventh Grade STEMinar

Multidisciplinary STEM Projects

2020-21

Class Description:

STEMinar supplements the core curriculum with study skills and project-based learning assignments that give students opportunities to apply the skills they have learned in challenging situations. Study skills happen throughout the school year, but are emphasized during key points during each semester. Project-based learning during Future City and the Business Project enhance the curriculum through application of skills in real-world scenarios.

Scope and Sequence:

Organizational Skills:

- locker, binder, agenda
- time management
- project/long term assignment planning

Study Skills:

- Study techniques and skills
- Active Study Strategies
- Visual notetaking
- Mnemonic devices
- Word association
- Categorizing

Testing Skills

- Test-taking tips
- Test formats
- Finals Prep

Public Speaking Skills

- Oral reading
- Eye contact, voice quality, body language

Future City Project

- Sim City
- Research and Writing
- Engineering & Design
- City Model
- Presentation Skills

Business Project

- Research
- Hiring Process
- Design
- Writing Skills
- Presentation Skills



Seventh Grade Future City

Multidisciplinary STEM Projects

2020-21

Project Description:

Future City is a collaborative project for 7th grade students. Students work in groups of 4-8 students to design a city 100 years in the future that addresses a theme established by the Future City competition. Students must engineer solutions to identified problems within the established theme. In order to accomplish this, students learn traditional research skills about the provided theme and design a virtual city using SimCity software. This allows them to find out what infrastructure is needed for a stable and happy city to function.

A school competition at VCMS is held to decide which groups will represent VCMS at the Future City Regional Competition held in Washington in January. Teams are chosen based on their performance in ALL of the deliverables for Future City. More information about the Future City project, including all resource materials, can be obtained from the Future City website: <https://futurecity.org/>.

Project Scope and Sequence:

<p>SimCity Resource Management City Planning/ Infrastructure Problem Solving Presentation</p>	<p>City Essay Written communication Scientific/academic writing Research Skills Citations</p>	<p>City Model Scale Design Planning Simple Machines</p>
<p>City Presentation Oral communication skills Script writing and pacing Visual aids Question and answer skills</p>	<p>Engineering/Design Scientific Research Engineering Process Future thinking Complex problem solving</p>	<p>Research Scientific Research Presentation of research Proper citations Academic research skills</p>



Seventh Grade Business Project

Multidisciplinary STEM Projects

2020-21

Project Description:

Individual Project: Students research an assigned company and write or film a creative project on the story of how that company started and grew into what it is today. The purpose of this assignment is for students to apply their skills in research, writing, technology, and study skills to plan, write, and produce a creative project on an assigned company.

Group Project: Students work with a team of students to develop a business plan and product that aligns to a specific industry. Each student completes an application and creates a resume to apply for an industry and role. After interviewing, each student is “hired” for a specific role with responsibilities and deliverables. It is the responsibility of each student to complete their assigned pieces and work together with the students in their group to build a business and product.

Project Scope and Sequence:

Writing

- Individual product storyboard and script
- Sales Pitch
- Business Plan components

Research

- Assigned start-up company for individual project
- Industry analysis for business plan

Presentation

- Final presentation
- Attendance at Beaverton Farmers Market

Product

- Final individual product on assigned company
- Commercial and Print Advertisement
- Company logo and website
- Final group product

Roles and Responsibilities

Marketing Coordinator

Create marketing and advertising materials, supports all roles

Product Engineer

Design and create the product with the help of your group, supports all roles

Project Manager

Organizer, planner, sets deadlines, supports all roles

Business Director

Sales pitch, designs business structure, face of the business, supports all roles



Eighth Grade Capstone

Multidisciplinary STEM Projects

2020-21

Project Description:

The Valley Catholic Middle School (VCMS) Capstone is an intensive, year-end, cross-curricular project. In Capstone, students explore their interests and narrow their focus to one topic about which they are passionate. They design a project, conduct background research, and interview a professional in the field. During the final weeks of school, students create projects and share their learning through a website and oral presentation. Through Capstone, students refine academic skills learned over three years at VCMS—research, writing and presentation. Students learn time management and planning, self-advocacy and communication--skills that will benefit them in high school, college, and their professional lives. Students direct their own learning and advance their personal and academic growth.

Project Scope and Sequence:

Research and Writing

- Source Analysis
- Interview of an Expert
- Written Presentation of Evidence
- Conventions, Language and Style

Project

- Time Management
- Effort and Ethical Conduct
- Creativity and Originality
- Learning Stretch

Presentation

- Content and Organization
- Delivery
- Visual Component

Website

- Graphic Design
- Functionality and Accessibility
- Effective Communication of Student Work

Capstone promotes the values embodied in the VCMS Profile of a Graduate—openness to growth, intellectual curiosity, faith formation, compassionate leadership, global citizenship and striving for wellness of mind and body. Specifically, Capstone demonstrates:

personal and academic growth as students take responsibility for their learning

- the ability to plan, manage, and complete a self-designed activity
- research skills, including the formulation of questions, evaluation of sources and accurate documentation
- Written, verbal and visual communication skills

- the ability to create a project that displays knowledge and skills acquired during Capstone



Band

Performing Arts

2020-21

Course Description:

The goals of this class are to build the playing fundamentals and musical skills of all members. Rehearsal time will be spent on music methods, theory, scales, rhythms, and learning each musician's instrument. Difficult sections of Concert Band and Pep Band music will be reviewed. The Pep Band supports the school's sports teams at home games. Opportunities are provided for public performance.

Class Scope and Sequence:

Unit One:

- Finding our first notes
- Proper care of our instruments
- Practice versus rehearsal.

Unit Two:

- Practice skills
- Sight-reading
- Building our musical literacy

Unit Three:

- Instrumental Technique
- Wind ensemble etiquette

Unit Four:

- Theory

Unit Five:

- Listening and Music appreciation.
- Musical History

Evaluation:

- Daily preparedness and participation
- In class behavior
- Weekly practice assignment
- Concert attendance



Choir

Performing Arts

2020-21

Course Description:

6th Grade Choir focuses on fundamental musical, vocal, and ensemble skills, such as listening, singing in unison and harmony, and music literacy. Each middle school choir studies and performs a broad spectrum of music from various time period, genres, cultures, and styles. The 6th Grade Choir performs at least twice a year at Valley Catholic choir concerts, and occasionally performs with the 7th /8th Choir as a larger combined choir. The 7th/8th Grade choir reinforces fundamental musical, vocal, and ensemble skills, as well as develops more advanced skills in music literacy, harmony singing, and sight-reading. Each middle school choir studies and performs a broad spectrum of music from various time period, genres, cultures, and styles. The 7th/8th Grade Choir performs at least twice a year at Valley Catholic choir concerts, and occasionally performs with the 6th Grade Choir as a larger combined choir. The 7th/8th Choir may participate in middle school music festivals and other off-campus field trips.

Class Scope and Sequence:

Unit One:

- Healthy vocal production, good singing technique
- Unison singing and ensemble skills.

Unit Two:

- Basic music literacy: rhythmic and melodic notation, time signatures.
- Introduction to solfege
- Whole notes, half notes, quarter notes and rests.

Unit Three:

- Music appreciation through diverse repertoire
- Singing in languages other than English
- Unison and 2-part music
- Basic sight-reading

Unit Four:

- Listening and responding to music
- Applying solfege to sight-reading.
- 8th notes, 16th notes and rests.
- Expressive performing

Unit Five:

- Unison, 2-, and 3-Part Music
- Compound time signatures and triplets
- Intermediate sight-reading

Unit Six:

- Key signatures
- Minor scales
- Musical analysis

Unit Seven:

- Songwriting and improvisation.
- Chromatic melodies
- 4-Part music
- Advanced sight-reading

Evaluation:

- Daily work and class participation
- Music Theory and sight-reading work in class.
- Music Theory and sight-reading homework
- Concert attendance and participation
- Performance reflections



Drama

Performing Arts 2020-21

Course Description:

In this course, students will be introduced to the basic concepts of theater arts. Students will use various techniques to build trust and confidence, stimulate imagination, role-play, and movement. Students will learn and use drama and theatre vocabulary, and develop acting skills through improvisations, scene work, and exercises. Students will have the opportunity to exhibit and reinforce their skills through exercises, games, individual and group presentations, performances, and script and journal writing.

Class Scope and Sequence:

Ensemble Building

- Build trust within the group to help create a safe and trusting space for student performers

Improvisation

- Explore various literary plots through improvisation activities to inform story and character development.
- Group collaboration will lead to the culmination of the unit, in which students create a scene derived from a story told from a perspective different from the original narrative.

Monologues

- Score and perform a basic monologue

Performance Techniques

- Practice various techniques for using voice, body, movement, and space to tell a story to an audience.

Script writing

- Demonstrate an ability to create an original story with believable characters and dialogue by writing and revising an original scene

One-Act Play

- Students perform a one-act play



Orchestra

Performing Arts

2020-21

Course Description:

The students in this course are instructed in orchestral techniques and in music fundamentals. The objectives include the spiritual, musical, aesthetic, cultural, and social growth of each individual through participation in this musical group as well as an increase in love and knowledge of music. Opportunities are provided for public performance.

Class Scope and Sequence:

Unit One:

- Scales and warm-ups

Unit Two:

- Theory – taught in class and through computer lab assignments

Unit Three:

- Sight-reading practice

Unit Four:

- Basic analysis

Unit Five:

- Music appreciation based on the literature performed, and, through required quarter reports on specified composers and current musical personalities, and on live or TV classical concerts

Unit Six:

- Ensemble playing taught through the selected literature, stressing expression, musicality, technical accuracy, and precision

Evaluation: Class performance, playing quizzes, and semester and final exams, written and playing



Sixth Grade PE

Physical Education

2020-21

Required Text

None

Course Description:

In 6th grade physical education, students are expected to engage in physical activity by participating in a variety of individual and team sports. The Valley Catholic Middle School physical education program is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. Our mission is to empower all students to sustain regular, lifelong, physical activity as a foundation for a healthy, productive and fulfilling life. Students will be exposed to the basic skills and rules of different games and sports. They will be expected to show a reasonable effort to learn and improve while participating in all activities. Sportsmanship and fair play will be exercised at all times.

Class Scope and Sequence:

Motor skill and movement pattern development

- Locomotor and non-locomotor movements, rhythmic movements, hand-eye coordination
- Introduction of manipulative skills (catch, kick, bounce, strike with hand, pass)

Display of acceptable personal and social behaviors

- Introduction of personal and social behaviors (personal hygiene, group dynamics)
- Introduction to proper behaviors and actions during PE class (sportsmanship)

Knowledge of concepts, strategies and tactics related to performance

- Introduction of sports, rules and game play strategies
- On-the-ball tactical movements (passing receiving, attacking, preventing scoring, creating space)
- Basic First Aid/Infant CPR

Ability to understand the health benefits, enjoyment and social interaction of physical activity

- Introduction of health benefits, enjoyment and social interaction within a physically active environment

Knowledge and skills to achieve a healthy lifestyle

- Introduction to physical fitness, cardiovascular and strength activities



Seventh Grade PE

**Physical Education
2020-21**

Required Text

None

Course Description:

In 7th grade physical education, students are expected to engage in physical activity by participating in a variety of individual and team sports. The Valley Catholic Middle School physical education program is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. Our mission is to empower all students to sustain regular, lifelong, physical activity as a foundation for a healthy, productive and fulfilling life. Students will be exposed to the basic skills and rules of different games and sports. They will be expected to show a reasonable effort to learn and improve while participating in all activities. Sportsmanship and fair play will be exercised at all times.

Class Scope and Sequence:

Motor skill and movement pattern development (development)

- Locomotor and non-locomotor movements, rhythmic movements, hand-eye coordination
- Development of manipulative skills (catch, kick, bounce, strike with hand, pass)

Display of acceptable personal and social behaviors

- Development of personal and social behaviors (personal hygiene, group dynamics)
- Development of proper behaviors and actions during PE class (sportsmanship)

Knowledge of concepts, strategies and tactics related to performance

- Development of sports, rules and game play strategies
- Adult CPR, AED training, First Aid

Ability to understand the health benefits, enjoyment and social interaction of physical activity

- Development of personal fitness plan
- Working with others in a group to learn social interaction among peers

Knowledge and skills to achieve a healthy lifestyle

- Performing fitness tasks
- Develop a fitness plan based on individual preferences/interests

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Eighth Grade PE
 Physical Education
 2020-21

Required Text

None

Course Description:

In 8th grade physical education, students are expected to engage in physical activity by participating in a variety of individual and team sports. The Valley Catholic Middle School physical education program is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. Our mission is to empower all students to sustain regular, lifelong, physical activity as a foundation for a healthy, productive and fulfilling life. Students will be exposed to the basic skills and rules of different games and sports. They will be expected to show a reasonable effort to learn and improve while participating in all activities. Sportsmanship and fair play will be exercised at all times.

Class Scope and Sequence:

Motor skill and movement pattern development (proficiency)

- Locomotor and non-locomotor movements, rhythmic movements, hand-eye coordination

Development of manipulative skills (catch, kick, bounce, strike with hand, pass)

Display of acceptable personal and social behaviors

- Development of personal and social behaviors (personal hygiene, group dynamics)
- Development of proper behaviors and actions during PE class (sportsmanship)

Knowledge of concepts, strategies and tactics related to performance

- Show proficiency/improvement in sport games, rules and game play strategies

Adult CPR, AED training, First Aid **Ability to understand the health benefits,**

enjoyment and social interaction of physical activity

- Development of health benefits, enjoyment and social interaction within a physically active environment

Knowledge and skills to achieve a healthy lifestyle

Show proficiency/improvement in physical fitness, cardiovascular and strength activities



Sixth Grade Religion

**Old Testament
Religion Department
2020-21**

Required textbooks:

Christ Our Life 6: God Calls a People, Loyola Press, 2009

The New American Bible

Project Genesis: Love and Friendship: The Heart of the Catholic Faith, Leaflet Missal Company

Course Description:

Sixth grade religion looks at the origins of the Catholic faith by studying the development of the Old Testament. We will study the origins of the Jewish people in ancient Mesopotamia and follow their history until modern times; at the historical events that shaped the stories of the Old Testament and how they relate to the Catholic faith. The course also makes connections between customs and traditions of the Catholic Church and other religions. Students will learn the history of the Bible and how to navigate it. This course is meant to deepen your understanding of the history and faith of the Old Testament. In addition to the core content we will spend time focused on character development. Students will be guided through lessons that are designed to develop a community of support and respect throughout the school. They will work to develop skills of compassion for others and think critically about how their actions impact the community. Students will work on skills that will help them make positive and responsible choices throughout their lives.

Class Scope and Sequence:

Historical Context	<ul style="list-style-type: none">• Geography and History of the Biblical World• Jewish Customs and Traditions• Connections between Abrahamic Faiths
Scripture	<ul style="list-style-type: none">• Organization and History of the Bible, Pentateuch• Historical and Prophetic Books of the Bible• Wisdom Literature: Psalms, Proverbs, Ecclesiastes, etc.
Catholic Traditions	<ul style="list-style-type: none">• Origins of Mass, Liturgical Year• Styles of Prayer, Saints, Mary, Sacraments
Character Development	<ul style="list-style-type: none">• Empathy, Problem Solving, Relationships• Effective Communication, Virtues• Second Step, Project Genesis, Called to Protect
Service	<ul style="list-style-type: none">• Importance of Service• Connections to Church Teaching• Required Service to School Community



Seventh Grade Religion

Life of Christ
 Religion Department
2020-21

Required Textbooks:

Christ Our Life 7: Jesus the Way, the Truth, and the Life, Loyola Press, 2009
The New American Bible www.usccb.org/books

Supplemental Programs/Materials:

Second Step Program: Stepping Ahead, Committee for Children, 2008

Course Description:

This class presents a chronological narrative of the life of Christ from His birth to His Ascension using *The New American Bible* and the *Christ Our Life* textbook. It also includes a discussion of peer relationships through Second Step and moral Christian living through Project Genesis. Major projects and exams may include unit and semester exams, Sisters of St. Mary of Oregon project, and community service.

Class Scope and Sequence:

Historical Context	Inter-testament Period 1 st Century Palestine
Scripture	Gospels Acts of the Apostles
Catholic Traditions	Prayer, Liturgy, Sacraments Advent, Christmas, Lent Holy Days, Feast Days Vocations, Holy Orders
Character Development	Empathy, Communication Call to Protect, Project Genesis Cardinal Virtues, Beatitudes Emotion Management, Substance Abuse
Service	Waves of Love Community Service Projects



Eighth Grade Religion

Church History
Religion Department
2020-21

Required Textbooks:

Christ Our Life 8: The Church Then and Now, 2009

Project Genesis: The Truth Will Set You Free, Leaflet Missal Company, 1996

The New American Bible

Course Description:

This course explores the history of the Catholic Church. We begin with the earliest Christians and how they transitioned from Jewish followers of Christ to an organized Christian Church. Next, we study the early leaders and events that shaped the Church in its first 500 years. Our study continues into the Middle Ages and the impact of the Church in European society and politics. We look at Church controversies and how the Church changed during the Reformation. The history portion concludes by looking at how the Church has answered the challenges of a modern world. In addition, students learn about ethical decision making to see how our decisions impact the community as a whole. We will look at Catholic social teaching and how that leads us to be compassionate leaders and involved global citizens. These lessons are supported by Biblical example. In addition, we will look at relationships in our lives and how we can foster strong lifelong relationships.

Class Scope and Sequence

Historical Context	<ul style="list-style-type: none"> • Early Church: Councils, Church Fathers, Heresies • Conflicts: Medieval to Modern Period • Challenges: Reformation, Scientific Revolution, Age of Enlightenment • Modernization: Anti-Catholic Attitudes, WW2, Second Vatican Council, Ladauto Si, Future of the Church
Scripture	<ul style="list-style-type: none"> • The Epistles • Scripture as foundations of Church teachings, practices, and traditions
Catholic Traditions	<ul style="list-style-type: none"> • Prayer, Liturgical Year, Saints • Sacraments, Catechism of the Church • Catholic Social Teaching
Character Development	<ul style="list-style-type: none"> • Self Esteem, Empathy, Problem Solving, Motivation and Goal Setting • Ethical Decision Making • Effective Communication • Second Step, Project Genesis, Called to Protect

Service

- Importance of Service
- Connections to Church Teaching
- Required Service to School Community



Sixth Grade Science

Earth Science
Science Department
2020-21

Textbook:

CK-12 Earth Science Concepts for Middle School © 2020

Course Description:

This standards-aligned, project-based course builds on the natural curiosity of students by asking questions about the world around us. This course gives students the opportunity to gain an appreciation for the natural world, while emphasizing critical thinking and problem-solving skills. This course will also allow students to consider humanity’s impact on our environment and will develop their ability to design and evaluate solutions to these issues. Scientific concepts are explored within the context of moving toward becoming mature, responsible citizens who incorporate Catholic values.

Class Scope and Sequence:

Earth’s Water & Atmosphere

- The Water Cycle
- Air Masses and Weather
- Air & Ocean Currents
- Climate & Biomes

Geologic Processes & History

- Rocks & Minerals
- Landforms & Geologic Features
- Fossils & Earth’s History
- Evidence of Plate Tectonics
- Geologic Time Scale

Space Science

- Space Exploration & Mars
- Moon Phases & Eclipses
- Gravity & Motions in Space
- Objects in the Solar System

Earth & Human Activity

- Natural Resources
- Natural Hazards
- Human Impacts on the Environment
- Global Climate Change

Science and Engineering Practices

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Using Mathematics and Computational Thinking
- Analyzing and Interpreting Data
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information



Seventh Grade Science

Physical Science
Science Department

2020-21

Textbook:

CK-12 Physical Science Concepts for Middle School © 2020

Course Description:

This course is designed to enhance students' understanding of physical science, which is the study of matter and energy. Physical science combines two branches of science—chemistry and physics. The class emphasizes critical thinking and problem-solving skills, as well as laboratory experiences.

Class Scope and Sequence:

Scientific Problem Solving

- Lab safety
- Scientific processes
- Experimental design
- Metric system

Motion and Forces

- Describing Motion
- The Laws of Motion
- Work and Simple Machines
- Forces and Fluids

Energy and Matter

- Energy & Energy Resources
- Thermal Energy
- Foundations of Chemistry
- States of Matter

Properties & Interactions of Matter

- Understanding the Atom
- The Periodic Table
- Elements & Chemical Bonds
- Chemical Reactions & Equations
- Mixtures, Solubility, & Acid/Base Solutions
- Carbon Chemistry

Waves, Electricity, & Magnetism

- Waves
- Sound
- Electromagnetic Waves
- Light
- Electricity
- Magnets

Science and Engineering Practices

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Using Mathematics and Computational Thinking
- Analyzing and Interpreting Data
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information



Eighth Grade Science

Life Science
Science Department
2020-21

Textbook:

CK-12 Life Science Concepts for Middle School © 2020

Course Description:

This course is devoted to the study of living organisms and their processes. Students will have an opportunity to formulate answers to the following essential questions:

- How do cells contribute to the function of living organisms?
- How does a system of living and nonliving things operate to meet the needs of the organisms in the system?
- How do living organisms pass traits from one generation to the next?
- How do organisms change over time in response to changes in the environment?

Throughout this course, students will develop scientific literacy skills, laboratory techniques, and emphasize critical thinking and problem-solving skills to encourage the application of biological knowledge to make decisions.

Class Scope and Sequence:

From Molecules to Organisms: Structures and Processes

- Biochemistry
- Cell Organelles
- Cell Processes and Energy
- Cell Division

Biological Evolution: Unity and Diversity

- Adaptation and Natural Selection
- Mechanisms of Change
- Evidence for Evolution
- Biodiversity in Humans

Heredity: Inheritance and Variation of Traits

- DNA structure and function
- Mendelian & Human Genetics
- Gene Mutations & Disorders
- Bioethics

Relationships in Ecosystems

- Interdependent Relationships in Ecosystems
- Cycles of Matter and Energy Transfer in Ecosystems
- Ecosystem Dynamics

Science and Engineering Practices

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Computational Thinking
- Analyzing and Interpreting Data
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information



Sixth Grade Social Studies

Ancient World
Social Studies Department
2020-21

Required Textbooks:

World History Ancient Civilizations through the Renaissance- Holt McDougal

Supplemental Programs/Materials:

The Nystrom Desk Atlas (provided in class)- Nystrom

Course Description:

This course focuses on the history, culture and geography of the Ancient World. Students learn the achievements and legacy of each civilization, seeing how this history has shaped cultures past and present. Students explore primary and secondary sources, study the development of writing and government, and learn about daily life. Geography is connected to both history and culture in the study of physical and human systems, and human-environment interaction. 6th graders learn to compare and analyze different map types and analyze connections between parts of the Ancient World. Students will have hands-on opportunities to investigate different cultures, expand their writing skills, give oral presentations, take notes and conduct research, plan and execute projects.

Class Scope and Sequence:

Mesoamerica

- Geography of Central and South America
- History of the Olmec and Teotihuacan
- History and Culture of the Maya, Aztec, and Inca

China

- Geography and Culture of China
- Chinese dynasties: Shang to Han
- Rise and Fall of Confucianism

Middle East

- Geography of Fertile Crescent
- Cradle of Civilization: rise of agriculture, religion, writing
- History of Sumer, Babylon, Persia
- Culture of Middle East and modern connections

Mediterranean

• Belief systems: Confucianism, Taoism, Legalism

India

- Geography and Culture of the Indian subcontinent
- Indus River civilizations, Mauryan and Gupta empires
- Belief systems: Hinduism, Buddhism

- Geography of the Mediterranean
- History of Greek city-states
- History of the Roman Republic and Roman Empire to its fall
- Greek and Roman Fair: Research Project



Seventh Grade Social Studies

Middle Ages
Social Studies Department
2020-21

Source Materials

Social Studies Techbook: World Geography and World History–Discovery Education
Student Atlas of the World, 6th Edition – National Geographic Society

Course Description:

This class focuses on geography as well as world history and culture as it developed in Eurasia, Africa, and the Americas between 400 CE and 1700 CE. Special emphasis will be placed on the development of political and religious systems in Europe, East Asia and the Near East during the Early Middle Ages as well as the exchange of ideas through trade, travel, and conflict during the High Middle Ages with units on the Silk Road and the Islamic Golden Age. Students will develop an understanding of how the Early Modern Period transformed the world from regional land-based political systems to a global maritime political and economic system. Students will have hands-on opportunities to investigate history through primary source analysis, music and art, and will improve research, writing, citation, project and presentation skills.

Class Scope and Sequence:

Continuity and Change (400-900 AD)

- Historical Methods, Historiography, Archaeology and Geography
- Europe: Western and Byzantine Christendom
- China, the Tang and the Three Doctrines
- Muhammad and The Rise of Islam

Legacies of Interconnectedness (1400-1700)

- The Transformation of Europe: The Crisis of the 14th Century, the Renaissance, the Reformation and the Inquisition
- Maritime Navigation and the Spanish Conquest of the Americas
- The Impact of Colonialism: The Columbian Exchange, Slavery and the Creation of a Global Economy

Influence and Exchange (900-1400)

- The Silk Road & Cultural Exchange
- Islamic Golden Age
- The Americas before Columbus
- Great Travelers Narratives

Africa: Geography, Culture and History

- Human-Environment Interaction
- Arab and Mediterranean influence
- Medieval kingdoms and trans-Saharan trade
- Aksum, Swahili Coast, Indian Ocean trade
- Rainforest resources, politics and culture
- Colonialism and resource extraction
- Africa Project



Eighth Grade Social Studies

**American Studies
Social Studies Department
2020-21**

Source Materials:

Social Studies Techbook: United States History, World Geography, and Civics –Discovery Education

Course Description:

This course focuses on themes of migration, liberty and political development as defining features of the American experience. People's movements across oceans and across the continent shaped the country's borders, economic and social development. Students learn about resulting conflicts that threatened some people's liberty, and about the local and national struggles to formalize these rights. This country's emphasis on rights developed from English roots to a unique democratic experiment in the 19th century. Students learn about our government's origins, and how the Civil War transformed the nation into a more centralized republic. Students learn to think like a historian through close reading, analyzing primary and secondary sources, and defending claims with evidence.

Class Scope and Sequence:

Geography

Cultural regions of North America
US expansion, migration & settlement
Political boundaries, economic interdependence,
Movement and Human-Environment Interaction

Economics

Trade, taxes & tariffs, mercantilism
Labor, capital, markets

Migration

Colonial settlement and cultural legacy
Westward expansion: key individuals & groups

- Slavery and Free Soil, Texas Republic, Oregon Territory, Gold Rush

19th Century Immigration

- Industrialization & Urbanization
- Immigration & Quotas
- Cultural Diffusion

Primary & Secondary source analysis

Liberty & Political Development

English Political Influence
American Revolution: causes, events, consequences
Key Figures in Early America, their ideas and influences
Founding Documents of the United States
Branches of government & separation of powers
Expansion of rights & citizenship

Conflict, Cooperation & Interdependence

Geographic regions & lifeways
Native Relations with European settlers
American expansion & the end of the frontier
19th Century Conflict

- Slavery/Abolition/Women's Rights
- Mexican War
- Civil War and its Impact
- Reconstruction and Jim Crow



Sixth Grade Technology

Technology Department

2020-21

Required textbooks: None

Supplemental programs/materials: Google Apps for Education

Course Description: Technology is taught through integrated curriculum projects both in a weekly technology class and within other academic class projects. Students learn the basic components of a computer as well as how to effectively use Microsoft, Google, and Apple software and applications. Students will learn that technology is a tool that can be used to collaborate, communicate, create, research and problem solve. Ethical and responsible digital citizenship will be taught as students explore the many uses to technology.

Class Scope and Sequence:

Research Fluency

- Search Engines
- Searching Techniques
- Internet Applications

Information Fluency/Communication

- Google Documents
 - Document Formatting
 - Tables
- Google Slides
 - Basics
 - Formatting Slides
- Google Spreadsheets
 - Spreadsheet Formatting
 - Graphs
 - Basic Formulas/Functions
- Purpose and Use of Apps/Internet Applications (iPads)

Creativity/Innovation

- Picture/Video Use
- Adobe Creative Cloud
- Apps (iPads)

Operations and Concepts

- Basic Use
- Short-Cuts
- Software:
 - Google Apps for Education
 - Adobe Creative Cloud
 - Apple Apps

Digital Citizenship

- Cyber Bullying
- Plagiarism
- Online Safety
- Online Media
- Copyright Law



Seventh Grade Technology

Technology Department

2020-21

Required textbooks: None

Supplemental programs/materials: Google Apps for Education

Course Description: Technology is taught through integrated curriculum projects both in a weekly technology class and within other academic class projects. Students learn the basic components of a computer as well as how to effectively use Microsoft, Google, and Apple software and applications. Students will learn that technology is a tool that can be used to collaborate, communicate, create, research and problem solve. Ethical and responsible digital citizenship will be taught as students explore the many uses to technology.

Class Scope and Sequence:

Digital Citizenship

- Cyber Bullying
- Plagiarism
- Online Safety
- Online Media
- Copyright Law

Information Fluency/Communication

- Google Slides
 - Basics
 - Formatting Slides
- Google Spreadsheets
 - Spreadsheet Formatting
 - Graphs
 - Basic Formulas/Functions
- Purpose and Use of Apps/Internet Applications (iPads)
-
- Purpose and Use of Apps/Internet Applications (iPads)

Creativity/Innovation

- Picture/Video Use
- Adobe Creative Cloud
- Apps (iPads)

Operations and Concepts

- Software:
 - Google Apps for Education
 - Adobe Creative Cloud
 - Apple Apps

Research Fluency

- Search Engines
- Searching Techniques
- Internet Applications



Introduction to Art

Visual Arts Department

2020-21

Course Description:

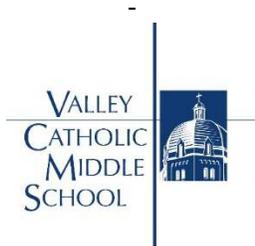
Beginning students will be able to explore the Elements of Art & the Principles of Design including generating and conceptualizing new artistic ideas while seeking to convey meaning throughout their projects. Students will also analyze and interpret the meaning of artistic works throughout history. All projects will include instruction in The Studio Habits of Mind, a framework for creative thinking that focuses on eight steps:

- Develop Craft
- Engage & Persist
- Envision
- Expression
- Observation
- Stretch & Explore
- Understand the Art World
- Reflect

Class Scope and Sequence (may include but not limited to):

	History	Project 1	Project 2	Project 3	Project 4
Unit One: Printmaking	The History of the medium Japanese Printmaking	Goyataku Fish Printing	Styrofoam prints	Linoleum prints	Collograph printing
Unit Two: Photography	The History of Photography WPA photographers	Composition Still life photographs	Portraiture Altered portraits	Landscape	Photo Narrative

Unit Three: Book Arts	The History of Book Making Contemporary artists' books	Pamphlet binding Wreck this Book	Japanese Stab Bindings	Accordion Folded books	Altered Books
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Advanced Art

Visual Arts Department
2020-21

Course Description:

This hands-on course is filled with projects and activities to boost your critical thinking, grow your creativity and develop technical and artistic skills to fulfill your concepts. We will expand on our knowledge of basic art principles to create artwork focused on advanced techniques and exploration of meaning and intent in our artwork.

Class Scope and Sequence (may include but not limited to):

	History	Project 1	Project 2	Project 3
Unit One: Identity	Famous self-portraits	Personal Mandala	Self-portrait	Self-portrait in location
Unit Two: World	Political and environmental art	Word art	Silhouettes Cut paper	Landscape
Unit Three: Narrative	Constructed Artwork	Photojournalism	Fictional story	Narrative Book



French I

World Language Department
2020-21

Required textbooks:

French 1& 2 Entre Amis 6th Ed Print or Digital

Course Description:

The aim of French I is to present basic grammatical patterns and vocabulary to enable students to: (1) communicate minimally about objects, places and most common kinship terms; (2) understand short and some sentence-length utterances, questions, commands and courtesy formulae; (3) interpret written language in areas of practical need; (4) write simple fixed expressions, limited memorized material and some recombination. This course introduces students to the culture and geography of the broader francophone world with emphasis on Poitiers, Paris and Arles in France; the Cote d'Ivoire in western Africa; and La Martinique in the Caribbean.

Class Scope and Sequence:

Unit One:

- Introduction:
- Alphabet, pronunciation, genders

Unit Two:

- Poitiers, greetings, “-er” verbs, negatives, numbers to 20

Unit Three:

- Schools, verb “avoir,” telling time, days of the week

Unit Four:

- Buying school supplies, demonstrative adjectives,
- Adjective location, indefinite pronouns, using money, numbers to 100

Unit Five:

- Quebec, weather and temperature, verb “faire,” “a” and “de” contractions, sports, adverbs of time, months of the year

Unit Six:

- Paris, cafes and ordering food, verb “prendre,” imperative verb forms

Unit Seven:

- Going out with friends, “future proche,” verb “aller,” verb “vouloir”

Unit Nine:

- Abidjan, partitives, verb pouvoir, “en,” metric system, meals, food and shopping, “avoir besoin de”

Unit Eight:

- Describing people and family, ages, verb être, possession

Unit Ten:

- Arles, “re” verbs, object pronouns, passé compose, telephone



Spanish I

World Language Department
2020-21

Required textbooks:

Spanish 1 & 2 Descubre Level 1 Student Edition

Course Description: The main goal of this program is to help the students learn to communicate in Spanish, in real life situations. Students who successfully complete this course will be able to do the following:

Class Scope and Sequence:

Basics

- Understand, speak, read, and write simple basic Spanish

Information:

- Ask for and give information
- Make reservations
- Make plans for the future

Geography

- Recognize and appreciate the culture and geographic characteristics of the Spanish speaking world.
- In particular, those related to the United States, Mexico and Spain

Personnel

- Express likes and dislikes
- Describe self, family members, friends and favorite past times

Verbs:

- Manipulate regular verbs
- Begin to Manipulate irregular verbs in the present and future tense

Culture

- Develop an awareness of the Spanish culture, and its importance and influence worldwide