

Vista Magnet Middle School

Curriculum/Grading Overview

2009-2010

Overall Curriculum

At Vista Magnet Middle School, students study eight subjects over the course of the year: math, science, language arts (English), social studies (humanities/history), digital arts (technology and art), physical education and Spanish according to their learning plan. The instructors are a professional learning community of life long learners who will be exploring the subjects along with the students. This syllabus will explain each course and the curriculum resources. First, you will find school wide policies such as one attendance policy, one grading policy, and one list of supplies and materials. Then you will find an overview of each course. The entire staff of VMMS is here to support each student in the success of his or her learning plan.

VMMS Class Expectations

Students are expected to come to class prepared and ready to learn. Each student is an important part of a community and they are required to treat each other with respect and help create a positive learning environment.

Below is a list of guidelines and expectations for class:

VMMS Attendance Policy

Attendance is of vital importance to all classes. Class experiences cannot be recreated or made up, so all students must make the effort to be in class every day.

VMMS Late Assignments (6th and 7th ONLY)

In order to facilitate student responsibility and work habits, students must turn in projects on time. On the date a project is due, if there are extenuating circumstances, students must complete a Request for Extension form that is signed by both parent/guardian of record and the student. Late assignments will not be graded without a completed Request for Extension form, and must be submitted by the extension deadline. This is to the discretion of the teacher/department/village.

****8th Graders will not be allowed to turn in projects late.**

Making Up Work When Absent

If students must miss class, they are responsible for making up any missed assignments. It is the students' responsibility to find out what assignments they missed by talking to a classmate or checking the classroom planner. Students are also responsible for borrowing any missed class notes from a classmate and copying them into their notebooks. If they know they are going to be absent, it will be in their best interest to ask for the assignments ahead of time so that they do not fall behind.

Homework

Homework is an integral part of the learning process. In accordance with the VUSD Homework Policy, the central purpose of homework for this class is to help the students solidify and learn the concepts being taught in the classroom. Students will be taught time management skills to help organize homework completion.

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Ethics

Most students have a strong sense of integrity; however, sometimes the pressure and desire to earn good grades may induce students to take the easy way out and copy an assignment. This will NOT be tolerated. Students who are caught copying (or who are caught in the appearance of copying) will receive an automatic zero and a parent/administrator conference will be required. Plagiarizing another student's paper, a section of a book, a website, or anything else is unacceptable and will result in these same severe consequences. VMMS would like to see our students be principled (in accordance with our implementation of the IBMYP learner profile) and take responsibility for their own actions.

Additional Support/ Interventions

It is important that we work as a team since our goal is for all students to learn and be successful. Morning and afternoon learning labs are available to provide extra instructional time for students who are not at grade level proficiency or who need extra support. VMMS has set up Blackboard as a communication tool. By visiting vipers.blackboard.com, students can interact with each other and the teacher on course events.

If you have any concerns, please contact their teachers immediately so we can work together to ensure your student's success.

Vista Magnet Middle School Supply List

- 1.5 inch 3 ring notebook/binder to organize 8 subjects plus the student planner which is provided by the school
- Notebook filler paper
- Dividers (package of 8)
- Pencils/Pens/Highlighters
- 8 composition books with lined paper for: math, science, language arts, social studies, Intro to Spanish, digital arts, PE, and academic reading
- Expo marker and eraser
- 2 inch binder, 8 subject dividers, and notebook paper for writing
- 1GB flash drive to use for all your classes
- Sunscreen, bottle of water, deodorant for P.E.

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2009-2010**

2009/10 Quarterly Grading Periods

	Type	ABI Opens	ABI Closes	Grades Mailed
1st Quarter Grading Period Aug. 24 – Oct. 30	Progress Reports	September 23	September 29	October 1
	Report Cards	October 23	November 3	November 5

	Type	ABI Opens	ABI Closes	Grades Mailed
2nd Quarter Grading Period Nov. 2 – Jan. 21	Progress Reports	December 2	December 8	December 10
	Report Cards	January 14	January 26	January 28

	Type	ABI Opens	ABI Closes	Grades Mailed
3rd Quarter Grading Period Jan 22 – March 24	Progress Reports	February 17	February 23	February 25
	Report Cards	March 18	March 29	March 31

	Type	ABI Opens	ABI Closes	Grades Mailed
4th Quarter Grading Period March 25– June 16	Progress Reports	May 12	May 19	May 21
	Report Cards	June 4	June 15	June 17

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Grading Policy/Grade Level Proficiency

A variety of strategies and activities will be used to help each student learn to their fullest potential. Teachers will use formative assessment such as class work, quizzes, discussions, and homework to help direct the teaching and learning of grade level standards. Students will earn "A,B,C,D,F" report card grades based on summative assessments such as projects, activities, labs, benchmarks, tests, essays, and performances that measure application and mastery of standards.

VMMS students will be assessed in three areas:

1. **Grade - Level Standards:** Students will be provided with rubrics that explain proficiency when they are given summative assessment directions.

Over the grading period, students who:

- **exceed** the **proficient** level will receive a rubric score of 4, or an "A"
- **meet** standards at a **proficient** level will receive a 3, or a "B"
- meet standards at a **basic** level will receive a 2, or a "C"
- are **approaching** a basic level will receive a 1, or a "D"
- **do not** meet the standard will receive a 0, or an "F"

2. **Citizenship (See RUBRIC)** reflects attitude and behavior such as respect, cooperation and helpfulness.
3. **Work habits (See RUBRIC)** reflect study skills such as turning work in on time, completing homework, coming to school prepared with materials, working hard and being organized.

VMMS Work Habits Grade Rubric

Page 1	O	S	N	U
Balanced	<p>The student consistently understands the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others. Specifically,</p> <ul style="list-style-type: none"> -Time management -Use of planner -Composition books -Prioritizing -Goal setting -Meeting deadlines 	<p>The student often understands the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others. Specifically,</p> <ul style="list-style-type: none"> -Time management -Use of planner -Composition books -Prioritizing -Goal setting -Meeting deadlines 	<p>The student inconsistently understands the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others. Specifically,</p> <ul style="list-style-type: none"> -Time management -Use of planner -Composition books -Prioritizing -Goal setting -Meeting deadlines 	<p>The student rarely understands the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others. Specifically,</p> <ul style="list-style-type: none"> -Time management -Use of planner -Composition books -Prioritizing -Goal setting -Meeting deadlines
Principled	<p>The student consistently acts with integrity and honesty; has a strong sense of fairness, justice, and respect for others and their communities; takes responsibility for his/her own actions.</p> <ul style="list-style-type: none"> -Homework done on time -Integrity of work -Class work completed -Prepared for class -On task -Take responsibility for actions -Turning projects in on time 	<p>The student often acts with integrity and honesty; has a strong sense of fairness, justice, and respect for others and their communities; takes responsibility for his/her own actions.</p> <ul style="list-style-type: none"> -Homework done on time -Integrity of work -Class work completed -Prepared for class -On task -Take responsibility for actions -Turning projects in on time 	<p>The student inconsistently acts with integrity and honesty; has a strong sense of fairness, justice, and respect for others and their communities; takes responsibility for his/her own actions.</p> <ul style="list-style-type: none"> -Homework done on time -Integrity of work -Class work completed -Prepared for class -On task -Take responsibility for actions -Turning projects in on time 	<p>The student rarely acts with integrity and honesty; has a strong sense of fairness, justice, and respect for others and their communities; takes responsibility for his/her own actions.</p> <ul style="list-style-type: none"> -Homework done on time -Integrity of work -Class work completed -Prepared for class -On task -Take responsibility for action -Turning projects in on time
Inquirer	<p>Students consistently develop natural curiosity, they acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</p> <ul style="list-style-type: none"> -Ask clarifying questions 	<p>Students often develop natural curiosity, they acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</p> <ul style="list-style-type: none"> -Ask clarifying questions 	<p>Students inconsistently develop natural curiosity, they acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</p> <ul style="list-style-type: none"> -Ask clarifying questions 	<p>Students rarely develop natural curiosity, they acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</p> <ul style="list-style-type: none"> -Ask clarifying questions

VMMS Work Habits Grade Rubric

Page 2	O	S	N	U
Risk Taker	Students are consistently open to trying new roles, ideas, and strategies and solving problems in multiple ways; articulates effectively his/her beliefs.	Students are often open to trying new roles, ideas, and strategies and solving problems in multiple ways; articulates effectively his/her beliefs.	Students are inconsistently open to trying new roles, ideas, and strategies and solving problems in multiple ways; articulates effectively his/her beliefs.	Students are rarely open to trying new roles, ideas, and strategies and solving problems in multiple ways; articulates effectively his/her beliefs.
Caring	The student consistently shows empathy, compassion, and respect towards the needs and feelings of others; is committed to service and acts to make a positive difference in the lives of others and the environment. -Works well in a team -Shows respect for others' ideas and time -Participates in a team and makes a differences to others	The student often shows empathy, compassion, and respect towards the needs and feelings of others; is committed to service and acts to make a positive difference in the lives of others and the environment. -Works well in a team -Shows respect for others' ideas and time -Participates in a team and makes a differences to others	The student inconsistently shows empathy, compassion, and respect towards the needs and feelings of others; is committed to service and acts to make a positive difference in the lives of others and the environment. -Works well in a team -Shows respect for others' ideas and time -Participates in a team and makes a differences to others	The student rarely shows empathy, compassion, and respect towards the needs and feelings of others; is committed to service and acts to make a positive difference in the lives of others and the environment. -Works well in a team -Shows respect for others' ideas and time -Participates in a team and makes a differences to others
Open Minded	The student consistently knows and understands all people are different; appreciates other cultures, traditions, and perspectives of other individuals and communities; celebrates the differences in the world. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience. -Listening and discussing respectfully to others' ideas, opinions and beliefs	The student often knows and understands all people are different; appreciates other cultures, traditions, and perspectives of other individuals and communities; celebrates the differences in the world. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience. -Listening and discussing respectfully to others' ideas, opinions and beliefs	The student inconsistently knows and understands all people are different; appreciates other cultures, traditions, and perspectives of other individuals and communities; celebrates the differences in the world. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience. -Listening and discussing respectfully to others' ideas, opinions and beliefs	The student rarely knows and understands all people are different; appreciates other cultures, traditions, and perspectives of other individuals and communities; celebrates the differences in the world. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience. -Listening and discussing respectfully to others' ideas, opinions and beliefs
Reflective	The student consistently thinks about his/her own learning style and experience; knows and understands his/her strengths and limitations in order to support his/her learning and personal development. -Self knowledge -Time management	The student often thinks about his/her own learning style and experience; knows and understands his/her strengths and limitations in order to support his/her learning and personal development. -Self knowledge -Time management	The student inconsistently thinks about his/her own learning style and experience; knows and understands his/her strengths and limitations in order to support his/her learning and personal development. -Self knowledge -Time management	The student rarely thinks about his/her own learning style and experience; knows and understands his/her strengths and limitations in order to support his/her learning and personal development. -Self knowledge -Time management

VMMS Citizenship Grade Rubric

Page 1	O	S	N	U
Caring	<p>Student consistently shows empathy, compassion, and respect towards the needs and feelings of others; is committed to service and acts to make a positive difference in the lives of others and the environment.</p> <ul style="list-style-type: none"> -shows respect to self, teachers, others and the environment -respects differences in others -uses appropriate word choice -follows rules and expectations -follows procedures -respects differences -generous 	<p>Student often shows empathy, compassion, and respect towards the needs and feelings of others; is committed to service and acts to make a positive difference in the lives of others and the environment.</p> <ul style="list-style-type: none"> -shows respect to self, teachers, others and the environment -respects differences in others -uses appropriate word choice -follows rules and expectations -follows procedures -respects differences -generous 	<p>Student inconsistently shows empathy, compassion, and respect towards the needs and feelings of others; is committed to service and acts to make a positive difference in the lives of others and the environment.</p> <ul style="list-style-type: none"> -shows respect to self, teachers, others and the environment -respects differences in others -uses appropriate word choice -follows rules and expectations -follows procedures -respects differences -generous 	<p>Student rarely shows empathy, compassion, and respect towards the needs and feelings of others; is committed to service and acts to make a positive difference in the lives of others and the environment.</p> <ul style="list-style-type: none"> -shows respect to self, teachers, others and the environment -respects differences in others -uses appropriate word choice -follows rules and expectations -follows procedures -respects differences -generous
Risk taker	<p>The student is consistently open to trying new roles, ideas, and strategies and solving problems in multiple ways; articulates effectively his/her beliefs.</p> <ul style="list-style-type: none"> -appropriate participation -articulates effectively 	<p>The student is often open to trying new roles, ideas, and strategies and solving problems in multiple ways; articulates effectively his/her beliefs.</p> <ul style="list-style-type: none"> -appropriate participation -articulates effectively 	<p>The student inconsistently is open to trying new roles, ideas, and strategies and solving problems in multiple ways; articulates effectively his/her beliefs.</p> <ul style="list-style-type: none"> -appropriate participation -articulates effectively 	<p>The student is rarely open to trying new roles, ideas, and strategies and solving problems in multiple ways; articulates effectively his/her beliefs.</p> <ul style="list-style-type: none"> -appropriate participation -articulates effectively
Principled	<p>The student consistently acts with integrity and honesty; has a strong sense of fairness, justice, and respect for others and their communities; takes responsibility for his/her own actions and the consequences.</p> <ul style="list-style-type: none"> -comes to class on time -is punctual -lanyard is worn at all times -school dress code is followed -gum is left at home -respect is given to all staff, parents, - community members and visitors -classroom procedures are followed -timing is taken into consideration -academic honesty is maintained 	<p>The student often acts with integrity and honesty; has a strong sense of fairness, justice, and respect for others and their communities; takes responsibility for his/her own actions and the consequences.</p> <ul style="list-style-type: none"> -comes to class on time -is punctual -lanyard is worn at all times -school dress code is followed -gum is left at home -respect is given to all staff, parents, - community members and visitors -classroom procedures are followed -timing is taken into consideration -academic honesty is maintained 	<p>The student inconsistently acts with integrity and honesty; has a strong sense of fairness, justice, and respect for others and their communities; takes responsibility for his/her own actions and the consequences.</p> <ul style="list-style-type: none"> -comes to class on time -is punctual -lanyard is worn at all times -school dress code is followed -gum is left at home -respect is given to all staff, parents, community members and visitors -classroom procedures are followed -timing is taken into consideration -academic honesty is maintained 	<p>The student rarely acts with integrity and honesty; has a strong sense of fairness, justice, and respect for others and their communities; takes responsibility for his/her own actions and the consequences.</p> <ul style="list-style-type: none"> -comes to class on time -is punctual -lanyard is worn at all times -school dress code is followed -gum is left at home -respect is given to all staff, parents, - community members and visitors -classroom procedures are followed -timing is taken into consideration -academic honesty is maintained

VMMS Citizenship Grade Rubric

Page 2	O	S	N	U
Communicator	<p>The student consistently understands and expresses ideas confidently and creatively in more than one language and in a variety of modes; works effectively and willingly with others.</p> <ul style="list-style-type: none"> -positive attitude -speak with good purpose -communicates respectfully with others -in a team -self monitoring -on task and topic communication 	<p>The student often understands and expresses ideas confidently and creatively in more than one language and in a variety of modes; works effectively and willingly with others.</p> <ul style="list-style-type: none"> -positive attitude -speak with good purpose -communicates respectfully with others -in a team -self monitoring -on task and topic communication 	<p>The student inconsistently understands and expresses ideas confidently and creatively in more than one language and in a variety of modes; works effectively and willingly with others.</p> <ul style="list-style-type: none"> -positive attitude -speak with good purpose -communicates respectfully with others -in a team -self monitoring -on task and topic communication 	<p>The student rarely understands and expresses ideas confidently and creatively in more than one language and in a variety of modes; works effectively and willingly with others.</p> <ul style="list-style-type: none"> -positive attitude -speak with good purpose -communicates respectfully with others -in a team -self monitoring -on task and topic communication
Reflective	<p>Students consistently think about his/her own learning style and experience; knows and understands his/her strengths and limitations in order to support his/her learning and personal development.</p> <ul style="list-style-type: none"> -reflects on choices and makes positive changes 	<p>Students often think about his/her own learning style and experience; knows and understands his/her strengths and limitations in order to support his/her learning and personal development.</p> <ul style="list-style-type: none"> -reflects on choices and makes positive changes 	<p>Students inconsistently think about his/her own learning style and experience; knows and understands his/her strengths and limitations in order to support his/her learning and personal development.</p> <ul style="list-style-type: none"> -reflects on choices and makes positive changes 	<p>Students rarely think about his/her own learning style and experience; knows and understands his/her strengths and limitations in order to support his/her learning and personal development.</p> <ul style="list-style-type: none"> -reflects on choices and makes positive changes
Thinker	<p>The student consistently applies thinking skills critically and creatively to recognize and solve problems; makes informed and ethical decisions.</p>	<p>The student often applies thinking skills critically and creatively to recognize and solve problems; makes informed and ethical decisions.</p>	<p>The student inconsistently applies thinking skills critically and creatively to recognize and solve problems; makes informed and ethical decisions.</p>	<p>The student rarely applies thinking skills critically and creatively to recognize and solve problems; makes informed and ethical decisions.</p>
Open Minded	<p>The student consistently knows and understands all people are different; appreciates other cultures, traditions, and perspectives of other individuals and communities; celebrates the differences in the world.</p>	<p>The student often knows and understands all people are different; appreciates other cultures, traditions, and perspectives of other individuals and communities; celebrates the differences in the world.</p>	<p>The student inconsistently knows and understands all people are different; appreciates other cultures, traditions, and perspectives of other individuals and communities; celebrates the differences in the world.</p>	<p>The student rarely knows and understands all people are different; appreciates other cultures, traditions, and perspectives of other individuals and communities; celebrates the differences in the world.</p>

Language Arts and Social Studies Syllabus

Mr. Henderson – karlhenderson@vusd.12.ca.us

Mrs. Jacobsen – margaretjacobsen@vusd.k12.ca.us

This is the year of critical reading and writing. The course integrates the study of core and extended literature and writing in language arts with learning about the history of the United States. Throughout the course, we will be exploring issues of American independence, freedom, communication and government including the following topics: the Declaration of Independence, the Revolutionary War, the Bill of Rights, our “Founding Fathers,” slavery, the Civil War and the Reconstruction. This course emphasizes critical reading, writing and reflection as students begin to understand how we learn from the past to shape the future. The curriculum includes reading, writing, listening, speaking and viewing as students analyze how our nation was shaped and how it still grows and changes today.

As students complete their eighth grade year, they are required to take responsibility and initiative for their own learning as they strive toward independence. Students are preparing in this final year of middle school to move on to the rigorous academic and social world of high school. Students must understand their personal strengths and challenges in order to set goals for future academic success.

Students will prepare an eighth grade IB Portfolio and final project that demonstrates understanding and synthesis of the language arts and social studies standards that will make them successful in high school and beyond.

The course goals of Language Arts 8 include:

- using knowledge of word origins and relationships to determine meaning of precise vocabulary (Standard Reading Comprehension 1.0)
- improving reading comprehension and complex literary analysis (Standard Reading Comprehension 2.0)
- analyzing features of consumer materials (Standard Reading Comprehension 2.1)
- reading and responding to historically or culturally significant literature that reflect and enhance their understanding of historical topics (Standard Literary Response and Analysis 3.0)
- writing clear, coherent and focused essays (Standard Writing 1.0)
- writing that demonstrates clear command of standard American English and research, organizing and drafting strategies (Standard Writing 2.0)
- delivering focused, coherent presentations that convey ideas clearly and relate to their audience (Standard Listening and Speaking 1.0)

IB MYP

The International Baccalaureate Middle Years Programme (IB MYP) will be implemented as we develop literacy and enhance skills in the humanities. IB MYP language and humanities courses use the “Areas of Interaction” and “IB Learner Profile”

as we incorporate skills in approaches to learning, human ingenuity, community and service, health and social education and the environment into the curriculum. The Language A curriculum focuses on the criterion of content, organization and style and language usage as we learn through reading, writing, listening, speaking and viewing. The humanities curriculum focuses on knowledge, concepts, skills, organization and presentation as we learn from our past in an international context.

Textbooks/Curriculum

- Holt Literature/Language Arts Textbook
- Holt Literature/Language Arts Interactive Notebook
- TCI: History Alive Textbook
- my.hrw.com

Math Syllabus

Ms. Brown – claudiabrown@vusd.k12.ca.us

Ms. Gwilt – sarahgwilt@vusd.k12.ca.us

Algebra 1 Course Overview

Can you speak the language of mathematics? Algebra is a symbolic language that allows us to express mathematical thoughts. This year we will explore algebraic concepts; students will increase their understanding of the symbolic language of mathematics, communicate mathematical thoughts clearly, reason logically and investigate common patterns of mathematical thought. Our study of mathematics this year will focus on helping students become proficient in computational and procedural skills, develop conceptual understandings, and become adept at problem solving. Students enrolled in Algebra 1 will cover the following essential standards from the California State Math Framework:

- Number properties, operations and linear equations
- Graphing and systems of linear equations
- Quadratics and polynomials
- Functions and rational expressions

Textbooks/Curriculum

- Holt Algebra 1 Textbook
- Holt Algebra 1 Workbook
- my.hrw.com

Geometry/Trigonometry Course Overview

This Geometry/Trigonometry course is designed for exceptionally talented and ambitious mathematics students and includes the full treatment of radicals, trigonometry, and functions. The purpose of Geometry is to enable students to think logically and express seemingly complex ideas precisely through problem solving as

well as formal proof. This discipline also encourages the development of imagination, creativity, and skills of observation and space perception while continuing to reinforce Algebra skills such as graphing lines, solving equations, and evaluating formulas. Practical applications of geometric concepts are presented and emphasized throughout the course. Students in this course will use models and represent mathematical and real world situations that will allow them to perceive the connection between geometry and the real mathematical world. Students will be expected to learn geometric ideas, relationships, and properties and use them to solve problems. Students enrolled in Geometry/Trigonometry will cover the following essential standards from the California State Math Framework.

- Reasoning and Proof
- Properties of Triangles and other Geometric Shapes including Perimeter, Areas, and Volume
- Angle Relationships and Properties
- Constructions, Transformations, and Dilations
- Trigonometric Functions

Textbooks/Curriculum

McDougal Littell: Geometry – Explorations and Applications

IB MYP

The International Baccalaureate Middle Years Programme (IB MYP) will be implemented as we develop mathematical knowledge and build skills. IB MYP math courses use the “Areas of Interaction” to explore how mathematics relates to how we learn community & service, the environment, health & social education and human ingenuity.

Physical Science Syllabus

Ms. Hagen-Holt – jamiehagenholt@vusd.k12.ca.us

Ms. Markey – donnamarkey@vusd.k12.ca.us

Physical Science Course Overview

Welcome to eighth grade science! Prepare yourself for a journey of exploration into the physical world around us as we discover the building blocks of our universe and how they move. On this journey we will work as physical scientists, examining the science content surrounding current issues, determining what constitutes scientific evidence and using that evidence to make decisions.

Physical scientists use a variety of tools to understand the world around them. Therefore, during our exploration we will experience science in multiple ways. From technology to field research and real-world applications, we will be learning science by being scientists. As scientists, we have the unique opportunity and privilege of participating in hands-on laboratory experiments. These laboratory investigations are to be accurately and carefully performed. **Listen to and follow all directions at all**

times. Read your lab procedures carefully. Always conduct lab work with the SAFETY of yourself and others in mind.

Our goal is to enable you to apply science to your everyday life. As your teachers, we will support you in this year-long exploration, but ultimately success depends on you.

Along our journey, we will explore the following key concepts in physical science:

- Motion
- Forces
- Structure of Matter
- Earth in the Solar System
- Reactions
- Chemistry of Living Systems
- Periodic table
- Density and Buoyancy
- Investigation and Experimentation

A guiding force in our journey is the implementation of the International Baccalaureate Middle Years Programme (IB MYP). IB MYP science courses focus on helping students become critical thinkers who are scientifically knowledgeable and are able to make informed decisions about themselves and the world around them. IB MYP objectives are organized into six major categories; **One World** (interdependence between science and society), **Communication in Science** (communicating of scientific understanding using appropriate formats), **Knowledge and Understanding of Science** (application of key science concepts to problem solve), **Scientific Inquiry** (asking meaningful questions, designing, conducting and evaluating investigations), **Processing Data** (analysis, interpretation, and presentation of investigational results), **Attitudes in Science** (development of respect and responsibilities for themselves and society).

This year we have a unique opportunity to be part of the Investigations for Quality Understanding and Engagement for Students and Teachers (IQUEST) Project <https://www.csusm.edu/iquest/>. IQUEST creates collaboration between several North County school districts and California State University at San Marcos. As part of this project, we will use Information and Communication Technology (ICT) resources including visualization tools, interactive games, online collaboration, videoconferencing, and open source applications as we explore physical science together. So.....let the exploration begin!

Spanish

Mrs. Davila – monicadavila@vusd.k12.ca.us

Mrs. Ropes – janropes@vusd.k12.ca.us

Bienvenidos or welcome! This semester long class is designed to develop literacy in Spanish. During each class, students will have the opportunity to hear, speak, read and

write in Spanish in order to develop fluency and become biliterate. Throughout the course, an emphasis will be placed on communication skills as we explore the linguistic, cultural and social components of Spanish.

The course goals include:

- Gain knowledge about the language system and use that knowledge to communicate
- Develop an awareness and understanding of the perspective of people from other cultures and their contributions to the world
- Compare and contrast the language systems of Spanish and English

Spanish I Textbooks/Curriculum

Standards from the California Foreign Language Frameworks and the American Council of the Teaching of Foreign Language (ACTFL) will be covered. The curriculum will be presented using the En Espanol textbook as well as various workbooks, audio CDs and other materials selected from a variety of other sources.

Digital Art & Technology

Mrs. Franklin – barbarafranklin@vusd.k12.ca.us; 760-726-5766 ext. 6102

Mr. Chow – jameschow@vusd.k12.ca.us

Course Overview

This course integrates Digital Art and Technology. It emphasizes critical thinking skills and encourages students to explore and study on their own. According to the IB Middle Years Program “Technology is the process of solving problems or creating objects by using information, materials and systems to satisfy human needs.” Digital Art will include an understanding of the arts throughout history. They will use artwork to express a mood, a feeling, or an idea; they will demonstrate more complex and technical skill in their drawings, paintings and other media. The curriculum includes National Educational Technology Standards from ISTE (International Society for Technology in Education) along with the Visual and Performing Arts Content Standards from the California Department of Education.

Textbooks/ Curriculum

The course standards for computer technology include:

- Basic Operations and Concepts
- Social, Ethical and Human Issues
- Technology Productivity Tools (ex. Bookmark favorite sites, write e-mails, include graphs in projects)
- Technology Communication Tools (ex. PowerPoint)
- Technology Research Tools (ex. Internet, Good search, Google)
- Technology Problem-Solving and Decision-Making Tools (ex. Excel, Access)

The course standards for Visual and Performing Art include:

- Component Strand: 1.0 Artistic Perception
- Component Strand: 2.0 Creative Expression
- Component Strand: 3.0 Historical and Cultural Context
- Component Strand: 4.0 Aesthetic Valuing
- Component Strand: 5.0 Connections, Relationships, Applications

Physical Education/Health

Mrs. Kenney – karenkenney@vusd.k12.ca.us

Mr. Manning – randymanning@vusd.k12.ca.us

Mr. Wagner – matthewwagner@vusd.k12.ca.us

Course Overview

Welcome to Vista Magnet Middle School Physical Education. Throughout the course of this year you will not only be participating in and learning about various activities, but you will also learn about the physical, mental, and social importance of a healthy lifestyle.

Class Expectations:

Students must be in **designated area** according to their teacher **5 minutes** after the tardy bell rings.

Students must be properly dressed to receive full credit in work habits grade. This entails: VMMS P.E. shirt (\$8), VMMS shorts (\$12) and Athletic shoes. NO sandals, backless tennies, slip-ons or heels may be worn.

Cold Winter Days: Students may wear plain black or gray Sweatpants (no pockets) and a plain gray/black or white Sweatshirt (No Jackets for any reason)

All students are **required** to have a combination lock for their locker this can be purchased from the Front Office for \$5.00.

Students must be respectful to all teachers, classmates and equipment. Please Do Not Talk While I Am Talking. **NO Insults, Fighting, Swearing, Defacing Equipment or Disrespectful behavior will be tolerated.**

No Food or Gum! This means NO food; soda, candy, gum, sunflower seeds etc. can be brought out to the numbers or be eaten during class. Exception: water bottles

Again Respect Everyone ☺

Non-Suits

- A. If you do not have your P.E. clothes then you are considered a non-suit and must participate in school attire.
- B. There will be one designated non-suit make-up day per grading period. Ask your teacher for more information.
- C. Consequences for being a non-suit per grading period:
 - 1st time- Warning
 - 2nd time- Call home to parents
 - 3rd time- "N" in work habits grade
 - 4th time- "U" in work habits grade

Lockers and Locks:

- A. Lockers are issued to students at the beginning of the year. It is important that students lock up all their school bags, valuables and supplies.
- B. **Please keep your Lock Combination a Secret.** Theft has been a result for those who let their combination be known, or leave their lock unlocked.

Illnesses and injuries:

- A. If a student attends school feeling ill he/she must bring a written note from the parent asking to be excused for that day. Dressing out in P.E. uniform will still be required.
- B. If a student is injured and cannot participate, they must have a written note from the parents stating the injury and limitations to participation. A note from the parent is valid for 2 days only. If the injury lasts longer than 2 days, a written excuse from the doctor must be given to the nurse to further excuse the student from participating in class.

Special Education Study Skills Syllabus

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Course Overview

Study skills are an essential tool for learning. In addition to development of organization and time management skills, this class will support students in their general education classes. Students will read independently and in small groups and study vocabulary. Students will develop writing and computer skills. Students will also work on their individual IEP goals.

The course goals of Study Skills include:

- Students will learn to set academic and personal goals and reflect on their progress towards these goals.
- Students will learn to organize materials and their time wisely and how to prioritize homework and projects with other activities.
- Students will learn how to communicate their knowledge in class, ask questions, and appropriately express their opinions.
- Students will learn how to make a study plan, and to use notes for studying for tests and quizzes.
- Students will learn testing strategies.
- Students will learn the importance of how a positive attitude affects their success in school and in life.

- Students will develop an awareness of how they learn best.