

Vista Magnet Middle School - Seventh Grade Syllabi IBMYP - 2011-2012

Seventh Grade Syllabus

Overall Curriculum

Students study eight subjects over the course of the year: math, science, language arts (English), social studies (humanities/history), art, physical education and Spanish, according to their learning plans. 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 curriculum and resources such as: Class Expectations, Attendance, Late Assignments, Making Up Work, Homework, Ethics, Moodle/Parent Portal, Additional Support/Interventions, School Supply List, Grading Periods and Grading Policy. 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.

International Baccalaureate Middle Years Programme

Vista Magnet Middle School is in the last phase of candidacy for the IBMYP, an international program which focuses on international citizenship, the importance of learning how to learn, and critical student-centered inquiry. Within the IBMYP curriculum, there are 8 subject groups: Language A (English); Humanities; Technology; Mathematics; Arts; Science; Physical Education and Language B (Spanish). Dovetailing with these curricular areas are 5 Areas of Interaction which provide central, interdisciplinary themes: Approaches to Learning; Community and Service; Health and Social Education; Environment and Human Ingenuity. For more information on the IBMYP, please go to www.ibo.org.

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 we require that everyone treat others 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 at the discretion of the teacher/department/village.

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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 each 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.

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.

Moodle/Parent Portal

This year we will continue to implement Moodle, an internet-based website system (Modular Object-Oriented Dynamic Learning Environment). Parents and students will be able to access Moodle to view syllabi, calendars, homework assignments, and interactive activities. In their science classes, students will receive training in "netiquette" in order to use forums, threaded discussions, surveys, etc. in a productive manner consistent with our cyber-ethics policy. To access Moodle, go to <http://moodle.vusd.k12.ca.us>.

Parents in the Vista Unified School District also have access to Parent Portal, an online "window" into the grading system of each teacher. Here, parents can see updates on student grades, check to see if assignments are missing, etc. Parents should be aware that since it takes time for teachers to assess assignments carefully, they may not see student results on assignments immediately, and should contact teachers directly if they have concerns. To register on Parent Portal, please see Mrs. Arseneau in the administration office.

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Additional Support/ Interventions

We provide as many interventions as possible, from counseling, to “village” meetings to learning labs/tutorial, in order to support your child’s academic success. It is important that we work as a team since our goal is for all students to learn and be successful. If you have any concerns, please contact teachers immediately, so we can work together to offer additional support and ensure your student’s success.

School Supply List (OPTIONAL)

- 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, Spanish, art, PE, and academic reading book
- 1GB flash drive to use for all classes
- Sunscreen, bottle of water, deodorant for P.E.

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2011/12 Quarterly Grading Periods

	Type	ABI Opens	ABI Closes	Grades Mailed
1 st Quarter	Progress Reports	September 14	September 21	September 23
Grading Period				
Aug 17 – Oct 21	Report Cards	October 19	October 26	October 28
	Type	ABI Opens	ABI Closes	Grades Mailed
2 nd Quarter	Progress Reports	November 30	December 7	December 9
Grading Period				
Oct 24 – Jan 20	Report Cards	January 18	January 25	January 27
	Type	ABI Opens	ABI Closes	Grades Mailed
3 rd Quarter	Progress Reports	February 22	February 29	March 2
Grading Period				
Jan 23 – Mar 23	Report Cards	March 21	April 4	April 6
	Type	ABI Opens	ABI Closes	Grades Mailed
4 th Quarter	Progress Reports	April 25	May 2	May 4
Grading Period				
April 2 – June 6	Report Cards	May 21 (8 th) May 29 (6 & 7)	May 29 (8 th) June 5 (6 & 7)	June 8

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>

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Grading Policy/Grade Level Proficiency

A variety of strategies and activities will be used to help each student learn to his/her 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.

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Seventh Grade Language A

Mrs. Lucero (ELA 7/Read 180)

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Mrs. Haynes

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Mrs. Conforme (English 3D)

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(760) 726-5766 ext. 6135

Course Description Language A

This course integrates the core and extended literature with the teaching of writing. The course emphasizes critical thinking skills and encourages students to make connections between literature, and their lives as they synthesize and apply the knowledge they have gained through their readings, class discussions, and life experiences. The curriculum includes writing, reading, research, speaking and listening skills, vocabulary development, information competency, and technology skills.

This course requires that each student take the initiative and the responsibility for his/her own learning and actively participate in all activities.

Students prepare a 7th Grade Portfolio that not only allows them to demonstrate their mastery of the English/Language Arts Content Standards, but also to display the knowledge and skills that will be required of them in eighth grade and beyond.

Course Description English 3D

English 3D is a new language development program designed to ensure proficiency in the “language of the school” – the academic language, writing, discourse and demeanor vital to success in school and in life. English 3D ensures that all students are on a path toward college and career readiness by:

- Teaching high-leverage, portable academic language, including vocabulary, syntax and grammar.
- Improving speaking and listening skills through daily opportunities for accountable class discussions, peer collaboration and group presentations.
- Developing academic writing skills in summarizing, justification, argument and research.
- Engaging students with interesting non-fiction text that presents real-world issues relevant to teens’ lives.

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Course Description Read 180

READ 180 is a research-based program with proven results in raising student reading achievement. *READ 180* uses cutting-edge technology to deliver individualized reading instruction, provide valuable skills practice, and motivate students to become confident readers.

In our *READ 180* class, your child and the teacher will work together to:

- Build essential literacy skills for college and career readiness.
- Bring his or her reading proficiency up to grade level.
- Develop multi-paragraph writing skills.
- Apply reading and writing strategies to other subjects such as social studies, science, and math.
- Show your child that he or she can attain reading success.

Essential California State Standards:

Reading 1.0	Developing vocabulary
Reading 2.0	Improving reading comprehension
Reading 3.0	Enhancing literary analysis of historical and culturally significant literature Examining how lessons learned from literature and history can apply to students' lives
Writing 1.0; 2.0	Writing narratives, literary responses, research reports, persuasive essays, and business and technical documents
Language 1.0	Conventions of standard written English (standards)
Listen/Speak 1.0	Delivering proper narrative, persuasive, research, and literary oral presentations.

MYP Fundamental Concepts

Students will be engaged in holistic learning in Language A. For example, students will participate in problem solving activities through inquiry, using international examples in authentic situations to evaluate similarities and differences through a global perspective. In addition, students will understand that knowledge is interrelated by participating in interdisciplinary units. Students will engage in open communication through reading, writing, listening, speaking, and viewing in more than one language to promote international understanding. In this way, students will develop an intercultural awareness as we explore other cultures through the lens of the IB Learner Profile.

IB Learner Profile

As an International Baccalaureate (IBMYP) candidate school, we are committed to the principles of the IB Learner Profile: knowledgeable, critical thinking, open-mindedness, principled behavior, risk-taking, caring, communicating, inquiry and reflection. Students not only learn, but embody these traits through their learning and interaction with each other.

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- Knowledgeable
- Thinking
- Open-mindedness
- Principled behavior
- Risk-taking
- Caring
- Communicating
- Inquiry
- Reflection

Aims and Objectives

Through the lens of the International Baccalaureate Programme, the Language A curriculum focuses on these aims and objectives:

Aims

Students will:

- Use of language for thought, creativity, and reflection
- Develop skills such as listening, speaking, reading, and writing
- Analyze literary and non-literary works by developing creative approaches
- Develop a life-long interest in reading
- Engage in literature from a variety of cultures and historical periods
- Explore and analyze aspects of personal, host, and other cultures through literary and non-literary works
- Apply Language A skills and knowledge in a variety of real life contexts
- Engage with information and communication technology in order to explore knowledge

Objectives

Students will gain knowledge and understanding of:

- Content
- Organization
- Style and Language Usage

Areas of Interaction

Through a variety of reading, writing, viewing, listening, and speaking activities, students will understand the International Baccalaureate Areas of Interaction:

- Human Ingenuity
- Health and Social Education
- Approaches to Learning
- Environments
- Community and Service

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Methodology

Through project-based learning using the IB Design Cycle, SIOP (Sheltered Instruction Observation Protocol), interdisciplinary units and inquiry, students will develop communication skills in reading, writing, viewing, listening and speaking in Language A.

Assessment and Grading Policy

Students are assessed through a variety of methods with the use of rubric based on the I B Criterion: content, organization and style, and language usage in Language A. The purpose of assessment in Language A is to provide feedback in the learning process, improve the teaching process, promote positive student attitudes toward student learning, support inquiry set in real world contexts using the Areas of Interaction and to promote the development of higher order cognitive skills through final objectives. Additionally, students consistently reflect on their learning and international-mindedness. This supports our holistic approach for student development. Format/observation, summative/selected response, and ongoing, progress monitoring assessments will be used to evaluate composition notebooks (process journals), projects (open-ended tasks, essays (portfolios), presentations/performances, and reading selections (selected response assessments).

Textbooks/Resources

- Holt Literature and Language Arts Textbook
- Holt Language Arts Interactive Reader
- my.hrw.com
- Novels

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Seventh Grade Humanities

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Course Description

This course emphasizes history beginning with the fall of Rome and including medieval cultures of West Africa, China, Japan, Meso-America, the Middle East, and Europe and ending with the European Renaissance and the Scientific Revolution. The course emphasizes critical thinking skills and encourages students to make connections between the world today and the world during the Middle ages as they synthesize and apply the knowledge they have gained through their readings, class discussions, and life experiences. The curriculum includes writing, reading, research, speaking and listening skills, vocabulary development, information competency, and technology skills.

This course requires that each student take the initiative and the responsibility for his/her own learning and actively participate in all activities. Through projects and inquiry, students demonstrate their mastery of the Humanities Content Standards, but also to display the knowledge and skills that will be required of them in eighth grade and beyond.

Essential California State Standards:

- 7.1 Analyze the causes and effects of the vast expansion and disintegration of the Roman Empire
- 7.2 Analyze the geographic, political, economic, religious and social structures of the civilizations of Islam in the Middle Ages.
- 7.3 Analyze the geographic, political, economic, religious and social Structures of the civilizations of China in the Middle Ages
- 7.4 Analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
- 7.5 Analyze the geographic, political, economic, religious, and social structures of medieval Japan.
- 7.6 Analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
- 7.7 Compare/contrast geographic, political, economic, religious and social structures of the Meso-American and Andean civilizations.
- 7.8 Analyze the origins, accomplishments, and geographic diffusion Of the Renaissance.

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- 7.9 Analyze the historical developments of the Reformation
- 7.10 Analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
- 7.11 Analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

IBMYP Fundamental Concepts

Students will be engaged in holistic learning in Humanities. For example, students will participate in problem-solving activities through inquiry, using international examples in authentic situations to evaluate similarities and differences through a global perspective. In addition, students will understand that knowledge is interrelated by participating in interdisciplinary units. Students will engage in open communication through reading, writing, listening, speaking, and viewing in more than one language to promote international understanding. In this way, students will develop an intercultural awareness as we explore other cultures through the lens of the IB Learner Profile.

IB Learner Profile

As an IBMYP candidate school, we are committed to the principles of the IB Learner Profile. Students not only learn, but embody these traits through their learning and interaction with each other.

- Knowledgeable
- Thinking
- Open-mindedness
- Principled behavior
- Risk-taking
- Caring
- Communicating
- Inquiry
- Reflection

Aims and Objectives

Through the lens of the International Baccalaureate Programme, the Humanities curriculum focuses on three aims and objectives:

Aims

Students will:

- Develop an inquiring mind
- Develop the skills necessary for the effective study of humanities
- Develop a sense of time and place
- Develop a respect for and understanding of others' perspectives, values, and attitudes
- Develop an awareness and understanding of people, cultures, and events in a variety of places at different times

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- Develop an understanding of the interactions and interdependence of individuals, societies, and their environments
- Develop an understanding of the causes and consequences of change through physical and human actions and processes
- Develop an understanding of contemporary humanities issues
- Develop a sense of internationalism and a desire to be proactive as a responsible global citizen
- Develop an awareness of the connections with other subjects
- Develop a lifelong interest in and enjoyment of humanities

Objectives

Students will gain knowledge and understanding of:

- Concepts
- Skills
- Organization and Presentation

Areas of Interaction

Through a study of individuals, societies, and environments in a wide context: historical, contemporary, geographical, political, economic, religious, technical, and cultural, students will understand the IB Areas of Interaction:

- Human Ingenuity
- Health and Social Education
- Approaches to Learning
- Environments
- Community and Service

Methodology

Students will develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills through project-based learning using the IB Design Cycle, SIOF (Sheltered Instruction Observation Protocol), interdisciplinary units and inquiry.

Assessment and Grading Policy

Students are assessed through a variety of methods with the use of a rubric based on the IB Criterion: knowledge, concepts, skills, and organization and presentation in Humanities. The purpose of assessment in Humanities is to allow both the student and teacher to assess what the student can do, and how he/she can use knowledge, concepts, and skill, to measure the application of knowledge, concepts, and skills, to reflect achievement against the criteria for the subject, and to involve student participation and reflection.

Textbooks/Curriculum:

- In Ancient History, lessons are from *TCI/History Alive!* Series.
- Each textbook series offers website support and resources.
- TCI/History Alive! <http://www.teachtci.com>

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Seventh Grade Pre-Algebra and Algebra I

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Pre-Algebra Course Description

Got math? The Pre-Algebra course will focus on the development and understanding of the real number system and algebraic thinking. This course extends students' understanding of number sense, geometric thinking, and data analysis. There is a strong emphasis on applications of mathematics concepts and skills to real-world situations. 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.

Essential California State Standards For Pre-Algebra

NS 1.0	Rational Numbers, Exponents, Powers, and Roots
AF 1.1- 1.4	Quantitative Relationships, Evaluating Expressions, Multi-step Problems, Graphing, and Functions
M and G 2.0	Rates, Pythagorean Theorem, and Congruence
S, DA, P 1.1	Forms of display for data sets

Algebra 1 Course Description

Can you speak the language of mathematics? Algebra is a symbolic language that allows us to express mathematical thoughts. This year as we 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, become adept at problem solving, and gain an appreciation for the significant role math plays across the disciplines, as well as in the global economy.

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Essential California State Standards For Algebra I

NS 1.1	Number Properties, Operations, and Linear Equations
AF 1.5	Graphing and Systems of Linear Equations
AF 4.0	Quadratics and Polynomials
AF 1.0	Functions and Rational Expressions

Course Description for Math Support

The purpose of Math Support is to address the needs of students who will benefit from additional help to successfully complete their regular grade-level math classes. During Math Support, we will reinforce skills necessary to attain achievement in the math course in which students are currently enrolled. Math Support is an elective class that is taught concurrently with the student's regular math class, this class typically involves a smaller group of students in order to allow more individualized attention. Students are placed in Math Support based on their CST scores, letter grades, work habits and language proficiency.

Course goals include:

- A focus on mastery of the standards being taught in the regular grade-level mathematics course.
- Continual progress monitoring to assess each student's strengths and weaknesses and to provide appropriate interventions.
- Opportunities to review content with a focus on standards not previously mastered.
- Opportunities to preview math concepts that will be addressed in the regular math class, including prerequisite skills, vocabulary and strategies.
- Monitoring of work habits, including homework checks, maintaining the math composition book and class participation.
- Students engaged in *doing* mathematics, including communicating their thinking and justifying their work.

IBMYP Fundamental Concepts

The mathematics department collaborates as both a department and across different disciplines to ensure that the three fundamental concepts of the MYP are incorporated into the curriculum as follows:

Holistic Learning: Complementing interdisciplinary units/projects; developing the whole person; using mathematical skills, problem solving and logic for authentic applications.

International Awareness: Understanding and discussing the international nature of mathematics; discussing how mathematics crosses cultural and language barriers; encouraging diverse approaches and learning multiple methods of problem solving; considering cultural and historical influences in mathematics.

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Communication: developing mathematical literacy; emphasizing the correct usage of mathematical language and symbols; inviting students to recognize that the language of math is powerful and universal; encouraging student reflection and expression in multiple ways: writing, speaking, reading, listening.

IB Learner Profile

Throughout the study of mathematics, students will develop the skills that support the IB Learner profile. Students will use individual and group projects, classroom investigations, journaling, classroom discussion, reflections and community service to work towards becoming: open-minded; inquiring; principled; caring; balanced; reflective; thinking; risk-taking; knowledgeable and communicators.

Aims and Objectives

Through the lens of the International Baccalaureate Programme, the Math curriculum focuses on three aims and objectives:

Aims

Students will develop:

- Recognition that mathematics permeates the world around us
- Appreciation the usefulness, power and beauty of mathematics
- Enjoyment that mathematics and develop patience and persistence when solving problems
- Understanding and be able to use the language, symbols and notation of mathematics
- Mathematical curiosity and use inductive and deductive reasoning when solving problems
- Confidence in using mathematics to analyze and solve problems both in school and in real-life situations
- Knowledge, skills and attitudes necessary to pursue further studies in mathematics
- Abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others
- A critical appreciation of the use of information and communication technology in mathematics
- Appreciation the international dimension of mathematics and its multicultural and historical perspectives.

Objectives

Students will gain knowledge and understanding:

- Of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics)

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- Of the use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations including those in real-life contexts
- In selecting and applying general rules correctly to solve problems including those in real-life contexts.

Students will engage in investigating patterns by:

- Selecting and apply appropriate inquiry and mathematical problem-solving techniques
- Recognizing patterns
- Seeing patterns as relationships or general rules
- Drawing conclusions consistent with findings
- Justifying or prove mathematical relationships and general rules.

Students will engage in communication in mathematics by:

- Using appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations
- Using different forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models)
- Moving between different forms of representation.

Students will engage in reflection in mathematics by:

- Explaining whether their results make sense in the context of the problem
- Explaining the importance of their findings
- Justifying the degree of accuracy of their results where appropriate
- Suggesting improvements to the method when necessary.

Areas of Interaction

The following Areas of Interaction provide students an opportunity to engage in mathematical inquiry and problem-solving in a natural and meaningful way.

Approaches to Learning:

- Utilization of composition books and study aids
- Practice with time management
- Collaboration with peers
- Reflecting and writing about learning
- Organizing and interpreting information
- Solving real-life problems

Community and Service:

- Fostering a classroom community
- Using mathematics to investigate social problems
- Understanding the role of mathematics in the world

Health and Social Education:

- Using mathematics to examine societal/global issues and trends
- Interpreting data and making predictions
- Analyzing individual choices and looking at how they impact others

Environments:

- Understanding math is a universal language
- Analyzing statistics and data to help interpret local and global issues

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- Discussing connections between math and science (i.e. forming and testing hypothesis)

Human Ingenuity:

- Investigating historical and cultural contributions to mathematics
- Developing and using models and formulas that describes real-world occurrences
- Fostering an appreciation for the usefulness of mathematics

Methodology

Working collaboratively, the 7th grade math teachers have developed a curriculum that allows for a variety of opportunities for learning. Students are empowered to become individual and collaborative learners as they are challenged to think critically, reflect on their learning, make real world connections, and problem solve. Each unit incorporates guiding questions, and language objectives, while focusing on the state standards to help students see the relevancy of the subject matter. Specific teaching methodologies include: inquiry-based, collaborative, project-based, group activities, direct teaching, individual responses on whiteboards, investigations, problem-solving, analysis of and reflection on levels of mastery, incorporation of SDAIE strategies, and frequent use of composition books.

Assessment and Grading

In order to monitor and guide student learning, a variety of formal and informal assessments will be used. Assessments include: warm ups, homework assignments, student composition books, quizzes, tests, projects, investigations, ALEKS, class participation, and reflections. Each IBMYP assessment will be judged using one or more of the criteria listed below. A rubric will be shared with students and posted on Moodle when these assessments are given.

Students are given multiple opportunities and various types of assessment to allow them to demonstrate their knowledge. Both standards-based and MYP criterion-based assessment is used to determine a final grade. The summative assessments used to determine letter grade will be adjusted to the four point scale reflecting the VMMS grading policy. The work habits and citizenship grades will be determined by how well the student exemplifies an IB learner.

Textbooks/Curriculum

- *Holt Pre-Algebra* text
- *Holt Pre-Algebra Workbook*
- Student Composition Book
- my.hrw.com
- Moodle

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Seventh Grade Life Science

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Course Description

Welcome to 7th Grade Life Science! We are about to begin a voyage of understanding, discovering and experiencing the world around you. We will all be life scientists on this voyage. Hopefully, as a scientist, you will become more involved with, and appreciative of the world. As your teachers and fellow life scientists, we will do our best to make this journey as smooth as possible, but keep in mind that the success of the voyage ultimately depends on you.

A guiding force of our voyage is the implementation of the International Baccalaureate Middle Years Programme (IBMYP). IBMYP 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.

Our one GOLDEN RULE is RESPECT: Respect yourself, others and school property. You will help create a positive learning environment in and outside of our classroom.

Scientists work in teams to solve problems. You will have the opportunity to benefit from sharing ideas with many people. Therefore, it is critical that we cooperate and treat each other with respect at all times.

Along our journey we will explore the following key concepts in Life Science which are based on California 7th Grade Science Standards and the IBMYP Framework for Sciences.

IBMYP Technology

The IBMYP Technology course is integrated in the science curriculum at each grade level and emphasizes creative problem-solving, examination of the role of technology in historical and contemporary contexts, and raising students' awareness of their responsibilities as world citizens when making decisions and acting on technology issues. Within the Technology course, we employ the design cycle model of investigating, planning, creating and evaluating, as one of the basic tools a scientist uses every day in laboratory work. In the Technology course, students will identify information from a variety of sources, create

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products and solutions by studying and using appropriate materials, and examine the role of systems in science. The Technology course aims to teach students about three branches, information, materials and systems.

The inquiry model is particularly important to the technology strand of the science course, and encourages students to:

- Develop an appreciation of the significance of technology.
- Use knowledge, skills and techniques to create products and solutions.
- Develop critical thinking skills through the application of the design cycle.
- Apply information and communication technology (ICT) as a means to solve science problems

Essential California State Standards:

Standard 1.0	Cell biology
Standard 2.0	Genetics
Standard 3.0	Diversity of species
Standard 5.0	Anatomy and Physiology
Standard 6.0	Physical Principles in Living Systems
Standard 7.0	Investigation: how to ask meaningful questions, and design, conduct and analyze experiments.

IBMYP Fundamental Concepts

Holistic learning in Science: Students will become aware of how science and scientists work in the real world and how important the contribution of different disciplines is to the development of scientific ideas and knowledge. Students will experience the relevance of other MYP subjects in developing their own learning.

Intercultural awareness in Science: Students will experience intercultural awareness through explorations of scientific issues locally and globally. Addressing the global dimension of science implies dealing with global issues such as sustainability, interdependence, diversity, equity and so on, with the aim of developing attitudes of global citizenship.

Communication in Science: Communication is fundamental to learning as it supports inquiry and understanding. Learning the language of science can be seen as learning a new language. MYP sciences focuses on the importance of developing the skills to understand and communicate scientific ideas effectively. In order to develop communication skills, students will be given opportunities to read, write and talk about science. Students will be encouraged to select and use a range of modes of communication. This may include oral and written language, visual representation (images, diagrams, tables, charts, graphs, models), mathematical symbols and multimedia. Information and communication technologies (ICT) will be used as appropriate to support and enhance teaching and learning in science.

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IB Learner Profile

The nature of learning science provides opportunities for students to routinely develop all of the IB Learner traits; Thinker, Inquirer, Knowledgeable, Communicator, Risk-Taker, Principled, Caring, Open-Minded, Balanced, Reflective. For example, as thinkers, students apply their thinking skills critically and creatively to recognize and solve problems; make informed and ethical decisions. As inquirers, students' curiosity about the world and love for learning, researching, and discovering are fostered as they experience science. Through science, students are challenged to be risk-takers who are open to trying new roles, ideas, strategies and problem-solving in multiple ways. Being principled learners who act with integrity and honesty; have a strong sense of fairness, justice, and respect for others and their communities, and take responsibility for their own actions are emphasized as students develop as scientists. Science consistently asks students to be reflective—to think about their own learning styles and experiences, to know and understand their strengths and limitations in order to support their learning, personal development and contributions.

Aims and Objectives

Through the lens of the international Baccalaureate Program, the Humanities curriculum focuses on three aims and objectives:

Aims

Students will develop:

- The ability to design, carry out and evaluate scientific investigations
- Skills to communicate effectively in a variety of ways
- An appreciation of the benefits and limitations of science and technology
- An understanding of the international nature of science and the interdependence of science, technology and society
- Values of honesty and respect for themselves, others, and their shared environment.

Objectives

Students will gain knowledge and understanding of:

- One World: Enable students to understand the interdependence between science and society.
- Communication in Science: Enable students to develop their communication skills in Science.
- Knowledge and Understanding of Science: Enable students to understand the main ideas and concepts of science and apply them to solve problems in familiar and unfamiliar situations.
- Scientific Inquiry: Enable students to develop scientific inquiry skills to design and carry out scientific investigations.
- Processing Data: Enable student to record, organize and process.

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- Attitudes in Science: Encourage attitudes and dispositions that will contribute to students' development as caring and responsible individuals and members of society.

Areas of Interaction

All science activities are focused through the Areas of Interaction which include:

- Approaches to Learning
- Community and Service
- Human Ingenuity
- Environment
- Health and Social Education

Methodology

Life scientists use a variety of tools to understand the world around them. Therefore, during our voyage we will be exploring and experiencing science in multiple ways. From technology to field research and real-world applications, we will be learning science by being scientists. We will also be using a variety of learning strategies and methods of connecting subject areas. For example, students will experience SIOp strategies, project-based learning, cross-curricular thematic projects, etc. Science is a subject in which other fields of study such as mathematics, language arts, social sciences, and the arts are applied. Science also develops skills and ways of thinking which transfer to other subject areas.

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 designed and performed. Listen to and follow all directions at all times. Read your lab procedures carefully. Always conduct laboratory work with the SAFETY of yourself and others in mind.

Assessment and Grading Policy

IBMYP Science Rubrics are frequently used as a teaching/learning guide as well as for evaluating various assessments such as lab performance, inquiry-based projects, written/oral/technology based communication, etc. The 6 science assessment criteria are based on the objectives; One World, Communication in Science, Knowledge and Understanding of Science, Scientific Inquiry, Processing Data, and Attitudes in Science. The science rubrics have been aligned with the VMMS scoring scale of 1-4. Also, please note that the rubrics included in this folder are versions adapted from IBMYP and are often used as is, however, they may also be tailored to specific assignments.

Textbooks/Curriculum

- *CPO Science*
- Lab work

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Sixth through Eighth Grade Spanish (Language B)

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Course Description for Language B Spanish

Bienvenidos or welcome! This semester long IBMYP Language B class is designed to develop literacy in Spanish and “encourage students to gain competence in a modern language other than their mother tongue, with the long term-goal of balanced bilingualism. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject areas.” The study of Language B instills in the student a respect and appreciation for other languages and cultures, and provides the foundation for further language learning. During each class, students will have the opportunity to listen, speak, read and write in Spanish in order to develop fluency and become bi-literate.

Essential Standards for Language B Spanish

Spanish B will address the following standards from the American Council On The Teaching Of Foreign Language. (ACTFL):

	Students will:
Communication	Gain knowledge about the language and use that knowledge to communicate
Culture	Develop an awareness and understanding of the perspective of people from other cultures and their contributions to the world.
Comparisons	Compare and contrast the language structures of Spanish and English

Course Description for Spanish for Spanish Speakers

When students study a language such as Spanish, they gain an understanding of the structure of the language. Spanish for Spanish Speakers is an IBMYP course that will allow students to acquire the skills to be more successfully academically in any language. This course will help students to be more skillful in oral and written communication. Students will also become more knowledgeable about other cultures and communities as well as their own. In this IBMYP course, students will learn to listen, speak, read and write academic Spanish. It is geared to students who speak the language at home but are

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limited in their reading and writing skills. This course will develop linguistic skills that allow students to grow academically in two languages. The course will also expose students to other Spanish-speaking countries. Within these countries, students learn about the people, their traditions, their art, sports and politics. They will learn the geographic landmarks for each Spanish-speaking nation, including important natural features and landmarks.

Essential Standards for Spanish for Spanish Speakers

Students will become fluent in a second language through oral and written language and reading comprehension.

IBMYP Fundamental Concepts

Throughout the course, an emphasis will be placed on communication skills as we explore the linguistic, cultural and social components of Spanish. The IBMYP encourages students to learn at least two languages and to recognize multilingualism as fundamental to learning. Our Spanish class is designed to create and support International-mindedness by exploring the cultures of other Spanish-speaking countries.

IB Learner Profile

- Inquirers: Students in Language B class research topics and report on their findings.
- Knowledgeable: Students in Language B become more aware of global social issues when reading and researching information.
- Thinkers: Students in Language B think about their findings and analyze information to make informed decisions.
- Communicators: Students in Language B communicate daily through conversation and writing. They also willingly collaborate with classmates.
- Principled: Students in Language B learn how to be respectful for the dignity of other students when they practice the language.
- Open-minded: Students in Language B learn to hear about values and traditions of other countries with an open mind.
- Caring: Students in Language B learn to act empathetically towards the needs of others by listening to oral presentations.
- Risk-taker: Students in Language B take risks by participating in classroom activities such as games and songs.
- Balance: Students in Language B learn to manage their time efficiently.
- Reflective: Students in Language B learn to reflect by answering guiding questions.

Aims and Objectives

Through the lens of the International Baccalaureate Programme, the Spanish curriculum focuses on three aims and objectives:

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Aims

Students will develop:

- The effective use of language as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure.
- An understanding of the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components
- An appreciation of a variety of literacy and non-literacy texts
- Insight into the cultural characteristics of the communities where the language(s) is (are) spoken
- An awareness and understanding of the perspective of people from other cultures
- Involvement with different communities, where relevant
- Access to varied sources of information
- Curiosity, a lifelong interest and enjoyment in language learning

Objectives

Students will gain knowledge and understanding of:

- How to communicate information, ideas and opinions
- Specific factual information and attitudes, expressed in spoken and written contexts
- Main ideas and supporting details and draw conclusions from spoken and written texts
- Language structures and vocabulary
- How to request and provide information in both spoken and written contexts
- Oral production using comprehensible pronunciation and intonation
- How to take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues

Areas of Interaction

Through a variety of reading, writing, viewing, listening and speaking activities, students will understand the International Baccalaureate Areas of Interaction:

- Human Ingenuity
- Health and Social Education
- Approaches to Learning
- Environments
- Community and Service

Methodology

Through project-based learning using the IB Design Cycle, SIOP (Sheltered Instruction Observation Protocol), interdisciplinary units and inquiry, students will

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develop communication skills in reading, writing, listening and speaking in Language B.

Assessment and Grading Policy

Students are assessed through a variety of formative and summative assessments with the use of a rubric based on the IB Language B foundation Criterion: oral communication, writing, and reading comprehension. The assessments in Language B are based on a variety of activities including projects, exhibitions, oral presentations, written papers and essays. Students will experience various levels of support with peer-conferencing, teacher-conferencing, editing, and correcting. This assessment process will promote positive student attitudes toward student learning, support inquiry set in real world contexts using the Areas of Interaction and to promote the development of higher order cognitive skills through final objectives. Additionally, students consistently reflect on their learning and international-mindedness. This supports our holistic approach for student development.

Textbooks/Curriculum

The curriculum will be presented using the following textbooks: *¿Como te va?* (6th grade) and *¡En Español Uno!* (7th and 8th grade) *Mi Mundo* (Spanish for Spanish Speakers) as well as various workbooks, audio CDs, and other materials selected from a variety of other sources.

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Sixth – Eighth Grade Studio Art

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Course Description

Art 6, 7, 8 is a hands-on studio art class. The arts are a universal form of human expression as well as a unique way of knowing that engage students in affective, imaginative and productive activities. To be a student artist, one must be curious, and by developing curiosity about the self, others and the world around them, students become effective learners, inquirers and creative problem solvers. Study will focus on the following seven elements of art: line, shape, space, form, texture, value and color and the following principles of design: balance, unity, contrast, rhythm, emphasis, movement and pattern.

Essential California State Standards:

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

IBMYP Fundamental Concepts

The IBMYP fundamental concepts of holistic learning, international -mindedness and communication are central to the art course. Students explore the role of the creative process as a conduit for deeper understanding and appreciation of other disciplines. For instance, they bring their knowledge of sketching to their work in the biology lab, and their understanding of the importance of the drafting/revision cycle to the writing process. They learn that the arts are, above all, a language in and of themselves, which connect individuals across cultural and linguistic boundaries.

IB Learner Profile

The IB learner qualities that encompass the student artist at VMMS are Reflective, Balanced, Open-Minded, Caring, Principled, Knowledgeable, Risk-Takers, Communicators, Inquirers and Thinkers. Whether through observation, experimentation, reflection on existing artwork, practice and development of artistic techniques or through the simple need to express an idea, IB artists are encouraged in all aspects of studio art.

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Aims and Objectives

Through the lens of the International Baccalaureate Programme, the Studio Art curriculum focuses on these aims and objectives:

Aims

Students will develop:

- An understanding of how the arts play a role in developing and expressing personal and cultural identities
- An appreciation of how the arts innovate and communicate across time and culture
- An informed and reflective practitioners of the arts
- Experience through the process of making art in a variety of situations
- Exploration of expression and communicate ideas
- Becoming more effective learners, inquirers and thinkers
- Self-confidence and self-awareness through art experiences
- Appreciation of lifelong learning in and enjoyment of the arts

Objectives

Students will gain knowledge and understanding:

- Of art forms in relation to their cultural and historical contexts
- Of art forms studied and the language , concepts and processes involved
- Of how to make informed opinions about art forms and students' own artwork
- Of how to apply skills to the creation of various artworks pf various forms
- Of how to engage in investigation and experimentation of the artistic process
- Of critical reflection about artistic choices and evaluation of artistic processes (critique process) and consideration of feedback from peers
- Of development of attitudes and interpersonal skills which will allow student to develop curiosity and to take risks within the creative process.

Areas of Interaction

The following Areas of Interaction for Studio Art provide students an opportunity to develop artistically:

Approaches to Learning
Community and Service
Human Ingenuity
Health and Social Education
Environment

Methodology

Students will explore a variety of mediums including drawing, painting and 3D design. Magnet students will take one semester of art, three consecutive years, producing an artist's portfolio that reflects evidence of CA State Content Standards in Art and MYP program requirements. Students will also use

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technology throughout the semester as a research source, study aide and creative tool. Studio Art 6-7-8 uses project-based learning methodologies.

Assessment and Grading Policy

The IB believes that assessment is integral to all teaching learning and should support the principles of the MYP through the encouragement of best practice. Assessment in the MYP aims to:

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Promote positive student attitudes toward learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts using the areas of interaction
- Promote the development of higher-order cognitive skills by providing rigorous final objectives that value these skills
- Reflect the international-mindedness of the program by allowing for assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the program by including in its model principles that take account of the development of the whole student.

Grading Rubric for Studio Art 6-7-8

4	<p>The student is able to demonstrate excellent knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.</p> <p>The student is able to demonstrate excellent knowledge and understanding of the elements of the art form studied.</p> <p>The student is able to communicate a well-developed critical understanding of the art form studied, in context of his or her own work.</p>
3	<p>The student is able to demonstrate good knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts</p> <p>The student is able to demonstrate good knowledge and understanding of the elements of the art form studied.</p> <p>The student is able to communicate a good level of critical understanding of the art form studied, in the context of his or her own work.</p>

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Syllabi IBMYP - 2011-2012**

2	<p>The student is able to demonstrate satisfactory knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.</p> <p>The student is able to demonstrate satisfactory knowledge and understanding of the elements of the art form studied.</p> <p>The student is able to communicate satisfactory critical understanding of the art form studied, in the context of his or her own work although some opportunities are not pursued.</p>
1	<p>The student shows limited knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.</p> <p>The student is able to demonstrate limited knowledge and understanding of the elements of the art form studied.</p> <p>The student is able to communicate a limited critical understanding of the art form studied, in the context of his or her own work.</p>

Textbooks/ Curriculum

- *Experiencing Art*, Davis Publishing
- Various Web Based Resources

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Sixth – Eighth Grade 8 Physical Education

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Course Description

Welcome to Vista Magnet Middle School Physical Education. Throughout the course of this year, students will not only be participating in and learning about various activities, but they will also learn about the physical, mental, and social importance of a healthy lifestyle. We will provide each student with the opportunities to learn aspects of other subject matters through P.E. We allow students to consider new, differing and contrasting ideas to their own and to use them in the learning process. Students will be able to develop their abilities to communicate their knowledge, skills, and reflections in a variety of situations. Students ultimately will be able to give thoughtful consideration to their own learning experiences.

Students are required to follow these class expectations:

- Students must be in designated area, according to teacher, 5 minutes after the tardy bell rings.
- Students must be properly dressed out in PE clothes. No bare feet, sandals, tennies, slip-ons or heels may be worn.
- Students must have a combination lock for their lockers
- Students must be respectful to all teachers, classmates and equipment
- No insults, fighting, swearing, defacing equipment or disrespectful behavior will be tolerated.
- No food or gum can be brought out to the numbers or eaten during class. Exception: water bottles.
- Again, please respect everyone.
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Non-Suits:

- If a student does not have PE clothes, this is considered a non-suit. Student must participate in school attire.
- There will be one designated non-suit make-up day per grading period. Ask your teacher for more information.

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Lockers and Locks:

- 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.
- Students must keep their combinations a secret. Theft has been the result for those who let their combinations be known, or who leave their locks unlocked.

Illness and Injury:

- If a student attends school feeling ill, he or she must bring a written note from a parent asking to be excused for that day. Dressing out in PE uniform will still be required.
- If a student is injured and cannot participate he or she must have a written note from the parent stating the nature of the injury and the limitations to participation. A note from the parent is only valid for 2 day. If the injury lasts longer, a written excuse from the doctor must be given to the school nurse to further excuse the student from participating in class.
- Alternative assignments will be given in the event of injury or sickness.

Essential California State Standards

Standard 1	Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
Standard 3	Students assess and maintain a level of physical fitness to improve health and performance
Standard 4	Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
Standard 5	Students demonstrate and utilize knowledge psychological and sociological concepts, principals and strategies that to the learning and performance of physical activity

IBMYP Fundamental Concepts

The concepts of holistic learning, intercultural awareness and communication are woven throughout the Physical Education course. For instance, the PE activity of geo-caching connects to the science and math curriculum and uses a global geography theme.

IB Learner Profile

It is the intention of our P.E. program to develop internationally minded students who value the following characteristics: inquirers; knowledgeable; thinkers; communicators; principled; open-minded; caring; risk-takers; balanced and reflective.

Aims and Objectives

Through the lens of the International Baccalaureate Programme, the PE curriculum focuses on these aims and objectives:

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Aims

Students will develop:

- An appreciation and understanding of the value of Physical Education and its relationship to a healthy, balanced lifestyle
- The motivation to participate fully in all aspects of Physical Education
- The skills and understanding necessary to participate successfully in a variety of physical activities, for example, learning, practicing, refining, adapting, thinking, interacting
- The ability to reflect critically on all aspects of Physical Education, including being a critical performer.
- A lifelong interest in lifelong and enjoyment of physical activities as a participant.

Objectives:

Students will gain knowledge and understanding of :

- How to use Physical Education terminology in context
- Concepts, strategies and techniques related to Physical Education
- Fitness principles
- How to explore and compose movement
- Skills, techniques and strategies for active participation
- How to communicate effectively
- How to develop attitudes that enhance relationships
- How to develop responsibility for the learning process.

Areas of Interaction

The Physical Education course will revolve around the five areas of interaction, but pay particular attention to Health and Social Education and Human Ingenuity.

Methodology

The Physical Education class will be based on active participation in the learning process as it relates to developing the skills and attitudes forming the aims and objectives of MYP Physical Education.

Assessment and Grading Policy

- A. Grading is standards based on projects, quizzes and skill tests.
- B. Grades are all on 4- point rubric scale.
 - 4= A
 - 3= B
 - 2= C
 - 1= D

Textbooks/ Curriculum

- Academic reading selections on a weekly basis.

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Special Education Study Skills

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Course Description

Students in study skills class will learn essential tools for academic success. In addition to development of organizational skills and study practices, this class will support students in their general education classes. Students will work in collaborative groups and individually on reading, vocabulary and math skills. Computer assistance will be given for students' writing assignments and projects. Students will also work on their individual IEP goals, compiling student portfolios and guiding community and service activities.

IBMYP Fundamental Concepts

The Study Skills class aims to support the IBMYP in all other subject areas by reinforcing the contents and skills acquired in the 8 IBMYP subject areas.

IB Learner Profile

The Study Skills class is organized around all elements of the IB Learner Profile, which is an integral part of every lesson.

Aims and Objectives

Students will learn:

- How to organize materials and their time wisely and how to prioritize homework and projects with other activities.
- How to communicate their knowledge in class, follow instructions, ask questions and appropriately express their opinions.
- How to develop an awareness of their own learning style, their strengths and weaknesses and how they learn best.
- How to use rubrics to evaluate their work; and to use journal and portfolio reflections to evaluate their learning and progress towards their goals.
- Test taking strategies.

Areas of Interaction

The Study Skills course focuses on Approaches to Learning as students learn how to learn and to find out about themselves as learners so they can develop life-long learning skills. As part of students' portfolios, teachers will guide students in their community and service and assist students with their reflections.

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The course will also emphasize the necessity of prioritizing time and creating a balanced life in and out of school.

Methodology

Students will be taught and will practice metacognitive, cognitive and social/affective strategies. Students will also work in small, collaborative groups, and will be supported in their project-based learning and interdisciplinary units.

Assessment and Grading Policy

Assessments will include process journals, self-assessment rubrics, performance assessments, teacher-made assessments, checklists, formal and informal reading assessments, journal writes and portfolio reflections. Students will receive 3 grades: one for class work and assessments; one for work habits and one for citizenship.

Textbooks/Curriculum

Holt English Language Arts textbook, Universal Access.