



ANOKA-HENNEPIN SCHOOLS
MIDDLE SCHOOL
REGISTRATION GUIDE



2021-22 SCHOOL YEAR
GRADES 6 THROUGH 8



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A Message from SUPERINTENDENT LAW

Dear Anoka-Hennepin Students,

Middle school is an exciting time. It's an opportunity to explore your interests as you plan for high school. Our goal is that every student will experience success in the career or educational path they choose.

This registration guide is helpful in outlining the broad range of required and elective courses available to you. As you review it, I encourage you to select new or challenging courses as your electives. There may be something that really didn't pique your interest at first glance, but after giving it a try you find it enjoyable. Taking a variety of courses will also help you explore career paths; there could never be a better time in your life to be doing this.

Talk your course choices over with your family and ask your teachers for advice. You can also speak with your school counselor. Your middle school has dedicated staff who are happy to help you find the courses that are right for you.

It may seem that adulthood is a long way off, but your school years will go by quickly and you need to make the most of this time. Work hard, but also remember to have fun trying the many opportunities available to you. I wish you great success in your remaining school years and far beyond.

Sincerely,



David Law
Superintendent

Anoka-Hennepin School Board

Ms. Marci Anderson
Ms. Anna Dirkswager
Mr. Bill Harvey
Ms. Nicole Hayes
Ms. Erin Heers-McArdle
Mr. Jeff Simon

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ANOKA-HENNEPIN SCHOOLS A FUTURE WITHOUT LIMIT

The largest school district in Minnesota, Anoka-Hennepin serves approximately 39,000 students and more than 230,796 residents living in 13 municipalities in Anoka and Hennepin counties. The district was established in 1952.

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ANOKA-HENNEPIN
SCHOOLS
A future without limit

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Make Your Mark IN MIDDLE SCHOOL

Welcome to middle school!

Starting middle school is a time of great excitement, growth and discovery. Most students look forward to middle school because it means they are growing up and gaining independence. We recognize this and work hard to make sure your student will feel comfortable making connections with other students and staff and navigating a larger school building. We want your child to feel at home when she or he joins our school in the fall.

Where Everybody Belongs

Every middle school in the Anoka-Hennepin School District has programming designed to help students feel comfortable throughout their middle school years. Where Everybody Belongs [known as WEB] trains eighth grade student leaders to welcome sixth grade students to the school. WEB leaders help new students learn skills, such as how to use their planners, how to organize their schoolwork and how to get from class to class. They help students learn about what it takes to be successful in middle school.

Helping all students succeed

- English Learners [EL] programs are available for students who are learning English.
- Special Education services are available for students with special needs.
- Before and after school programs are available for students who need help with homework or help understanding their coursework.
- A variety of support staff is available to meet social and emotional needs of students.



Curriculum

The middle school curriculum is designed to meet the interests and abilities of students.

- Student test scores and teacher recommendations are used to assign students to mathematics courses that are appropriate for their individual achievement levels.
- Students who have advanced skills and are interested in reading, writing, and language may register for Advanced ELA [grades 6, 7, or 8].
- Students who perform significantly above grade level in reading and writing may be assigned to upper-level mathematics courses which can offer individually-paced instruction and they may earn high school credit.
- Students with strong reading, math, analytical and problem-solving skills may choose to register for Advanced Science. [grades 6, 7, or 8]
- Students performing below grade level in math and/or reading may be assigned to additional math and/or reading support courses.

Advisement periods

The advisement period is similar to a homeroom. A group of students meet daily with a teacher or other staff member who is their advisor. A variety of activities are planned during this period:

- Teachers monitor student academic progress and may check homework logs.
- Students have time for reading, academic enrichment, academic intervention, social emotional activities and career exploration.

Frequently Asked Questions

PLANNING INFORMATION

General

Why do we register so early?

Teachers are hired and schedules are built based on registration selections students make now.

I struggle with math and reading. What happens if I need math and/or reading support?

Students performing below grade level in math and/or reading may be assigned to additional math and/or reading support courses.

I think I may be advanced in math. Is there anything I need to do at registration time?

No, there is nothing you need to do. We use data collected over time to determine placement in advanced courses. You will be notified if you are selected, based on your data, for an advanced math course.

I think I am interested in an advanced English Language Arts or science course. How do I know if this would be a good fit for me?

See the information about advanced courses on page 4 of the guide, and read the specific course descriptions for more detailed information.

I am interested in learning about academic clubs or activities. How can I learn about what is offered?

Your middle school has a Talent Development leader who organizes extra activities and opportunities that include Battle of the Books, Math League, Knowledge Bowl, essay contests, and off-site learning experiences.

Grade Six

What classes do I have?

Sixth graders will have English Language Arts [ELA], social studies, math and science. Students also take music, physical education, health and art.

What must I do if I want to play an instrument?

If you choose either band or orchestra, you need to select an instrument. Your middle school will help in this process. Some schools will ask you to choose in the spring, others will ask you to select in the fall.

Grade Seven

Why do we have to make selections beyond our top two requests?

We have students rank their requests in case there are conflicts in their individual schedules. In the majority of cases, students do receive their top choices. Sometimes we may need to go to alternate choice[s] when specific demands are made on the student schedule.

Can I take more than one physical education, music, Project Lead the Way, or tech ed class?

Yes, in seventh grade, if you choose Physical Education and Physical Education: Fitness as your top two choices, you could be scheduled into these two classes. If you had band or orchestra in sixth grade

and would also like to take another music course, list them as your top two choices. Likewise, you can choose PLTW and Tech Ed as your top two choices, you could be scheduled into these two classes.

Do I need to take Exploring World Languages and Cultures if I want to take a world language in eighth grade?

Taking World Languages will help in deciding which language to take and is a building block to success for taking full year Level 1 French, German, or Spanish in grade eight. However, taking World Languages is not a requirement for Level 1.

I did not take band, orchestra, or choir in sixth grade. Can I take them in seventh grade?

Yes! The Beginning Band and Beginning Orchestra courses, along with choir, are offered to everyone interested.

Grade Eight

Can I take more than one physical education, music, Project Lead the Way, or tech ed class?

Yes, in grade eight, if you choose Physical Education and Physical Education: Fitness as your top choices, you most likely will be scheduled with these two classes [sometimes students end up with two physical education courses a day]. Please note: you cannot take Physical Education [full year] and Physical Education [every other day]. If you had band or orchestra in seventh grade and would also like to add another music course, list them as your top choices. Likewise, you can choose PLTW and Tech Ed as your top two choices, you could be scheduled into these two classes.

I did not take band, orchestra or choir in seventh grade. Can I take them in eighth grade?

Yes! The Beginning Band and Beginning Orchestra courses, along with Choir, are offered to everyone interested.

Do I really earn a high school credit if I take French, German, or Spanish?

In order to earn high school credit, students must successfully pass their world language course as well as pass the high school's world language assessment tests.

Will my grade in a world language course be part of my high school GPA?

The grade you earn may transfer to the high school and may be calculated into your high school grade point average [GPA]. This course is taught at a high school level.

Advanced Level

MIDDLE SCHOOL COURSES

ADVANCED COURSES: RATIONALE

Courses at our highest achievement levels were developed for 6th Grade in 2013-14. These advanced middle school courses represent a significant change to the previous model of curriculum and instruction at the advanced level. In each discipline, the course design will emphasize the following:

Exceptional interest and motivation

These courses are designed for outlier students who “live, eat, sleep, and breathe” the discipline. (They are not merely “good at school.”)

Compacted curriculum:

The advanced course is a significantly accelerated learning environment, with a target pacing nearly twice as fast as the grade-level course.

Independent inquiry

Advanced courses will incorporate significant student-led, student-initiated, independent, project-based work within the discipline.

Advanced English Language Arts Courses

The advanced course in each grade typically moves through the concepts at a faster pace, includes more challenging readings, and has higher expectations in the area of writing. Students considering advanced ELA courses are expected to enter as strong readers and writers. They should demonstrate high-level inferential thinking and see connections that others miss. These students organize and elaborate on their ideas effectively, and they use clear and creative language in writing and speaking. They should be willing to take risks in their writing, and they must willingly accept feedback on how to improve. These students should be motivated to focus on their reading, writing, and language skills.

Advanced Science Courses

Students who will be most successful in this course demonstrate a high level of curiosity in the area of science with a motivation to ask questions and identify possible explanations for natural phenomena. Using engineering, design, and mechanics to solve problems are major parts of middle school advanced science courses. Students should be able to make connections between concepts quickly and with minimal review. Independently motivated students able to complete inquiry and engineering projects and with strong communication skills will be most successful.

Advanced/Above Grade Level Math Courses

Students who will be most successful in these courses demonstrate a high level of proficiency with problems involving abstract reasoning, recognizing relationships and patterns in varied contexts (tables, graphs, sequences, diagrams, formulas, and mathematical symbols) and are able to independently apply knowledge to new contexts. Students are able to experience frustration and persevere with strategies such as questioning, independent inquiry, and extending what is known to new situations.

In Anoka-Hennepin there are rigorous placement guidelines that have been developed for enrollment into these above grade level math courses to respond to significantly more rigorous course expectations. There are multiple data decision points that have been considered (including, but not exclusively MCA, MAP test scores and/or placement exams, etc.).

Bilingual/Multilingual Seal program

PLANNING INFORMATION

Minnesota Bilingual and Multilingual Seal and World Language Proficiency Certificate

“Language isn’t a ‘credit for graduation’ to check off, but a skill that ‘checks you in’ to future opportunity.”

-ACTFL, Egnatz, 2017

Minnesota has a system to reward students for proficiency in one or more languages. Students will have a notation entered on their high school transcript upon graduation to reflect proficiency in multiple languages.

To achieve functional language proficiency in more than one language a student must make it a long-term goal. This applies to both heritage speakers of languages other than English as well as students studying a world language. Proficiency is directly related to the number of hours spent studying the language over long-term, therefore, students should plan how they will achieve this goal over time. A student’s chances of achieving functional proficiency increase the earlier a student starts studying a language.

Benefits:

The Bilingual/Multilingual Seal program gives students in grades 10, 11 and 12 an opportunity to earn college credit from the Minnesota State system, a statewide network of 30 colleges and 7 universities with 54 campuses across Minnesota.

Additional Benefits:

- To encourage students to study languages.
- To certify attainment of biliteracy.
- To provide employers with a method of identifying people with language biliteracy skills.
- To provide universities an additional method to recognize applicants seeking admission.
- To prepare learners with 21st century skills.
- To recognize the value of foreign language and native language instruction in public schools.
- To strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community.

Eligibility:

- Both heritage speakers and world language students who have worked towards functional proficiency in English and another language are eligible to test and to prove abilities.
- In addition to demonstrating the required proficiency levels in a language other than English on an assessment based on the America Council on the Teaching of Foreign Languages (ACTFL), students must demonstrate mastery of Minnesota’s English language proficiency standards
- Satisfactorily complete all required English language arts credits
- Every high school in the AHSD has a system in place to verify and award the MN Bilingual/Multilingual Seal and World Language Proficiency Certificate.

Planning

INFORMATION

MIDDLE SCHOOL PLANNING CHART

Planning for the Present

Use the following chart to review what courses you'll take in middle school.

GRADE 6	
1	English Language Arts (ELA)
2	
3	Math
4	Science 6
5	Minnesota Studies 6
6	Art / Health
7	Music / Phy. Ed.

GRADE 7	
1	English Language Arts (ELA)
2	
3	Math
4	Science 7
5	U.S. Studies 7
6	FCS / Tech. Ed. OR Eng. Aerospace
7	Elective / Elective

GRADE 8	
1	English Language Arts (ELA)
2	Math
3	Science 8
4	Global Studies 8
5	Elective / Elective
6	Elective / Elective
7	Elective / Elective

Planning for the Future

The purpose of high school electives is to explore and/or focus on areas of student interest and to support post-secondary planning. While you do not need to choose your high school courses now, it's good to start thinking about special programs that may interest you.

Note: Students may register for math courses, science and health in school years other than those indicated below.

GRADE 9		
Civics	Geography	Physical Education I
Physical Science 9 or Honors Physics 9	Physical Science 9 or Honors Physics 9	Elective
Math	Math	Elective
English 9	English 9	Elective
Elective	Elective	Elective

GRADE 10		
U.S. History 10	U.S. History 10	Physical Education II
Chemistry	Chemistry	Elective or Health
Math	Math	Elective
English 10	English 10	Elective
Elective	Elective	Elective

GRADE 11		
World History 11	World History 11	Elective
Biology	Biology	Elective or Health
Math	Math	Elective
English 11	English 11	Elective
Elective	Elective	Elective

GRADE 12		
US Government & Politics	Economics	Elective
English 12	English 12	Elective
Elective	Elective	Elective
Elective	Elective	Elective
Elective	Elective	Elective

Notes: At least two electives in high school must meet the Fine Arts requirement.
Each course per trimester equals 0.5 credits

Course Selection

COURSE TITLES BY DEPARTMENT

Art Courses

Art 6	8
Art 7	8
Art 8	8

Business Education Courses

Computer Explorations	8
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English Learners

EL Courses	8
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English Language Arts [ELA] Courses

Advanced English Language Arts 6	8
English Language Arts 6	8
Advanced English Language Arts 7	8
English Language Arts 7	9
Advanced English Language Arts 8	9
English Language Arts 8	9
Reading Strategies 6, 7, 8	9
Science Fiction [JMS only]	9

Family and Consumer Sciences [FCS] Courses

Family and Consumer Sciences 7	9
Family and Consumer Sciences 8	9

Health Courses

Health 6	10
Health/Wellness 8	10

Mathematics Courses

Middle School PreAlgebra 6	10
Intermediate PreAlgebra 7	10
Middle School Algebra 8	10
Honors HS Intermediate Algebra	10
Honors HS Geometry	10
Honors Advanced Mathematics	11

Music Courses

Band 6	11
Beginning Band 7	11
Band 7	11
Beginning Band 8	11
Band 8	11
Choir 6	11
Choir 7	11
Choir 8	11
Orchestra 6	11
Beginning Orchestra 7	11
Orchestra 7	12
Beginning Orchestra 8	12
Orchestra 8	12

Other Courses

Study Hall	12
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Physical Education Courses

Physical Education 6	12
Physical Education 7	12
Physical Education 8	12
Physical Education: Fitness	12

Science Courses

Science 6	12
Advanced Science 6	13
Science 7	13
Advanced Science 7	13
Science 8	13
Advanced Science 8	14
Engineering:	
Aerospace and Design	14
Engineering:	
Architecture and Robotics	14
Astronomy [JMS only]	15
Environmental Science [JMS only]	15

Social Studies Courses

Minnesota Studies 6	15
United States Studies 7	15
Global Studies 8	15

Special Education

Special Education Courses	15
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Technology Education Courses

Technology Education 7	16
PLTW Gateway [DSF]	16
PLTW Gateway [ACG]	16
Creative Innovations	16
Design and Manufacturing	17

World Language Courses

Exploring World Languages and Cultures	17
French I	17
German I	17
Spanish I	17

For electives at Anoka Middle School for the Arts, please see the AMSA 2021-22 Electives Registration Guide handout.

Course Selection

ART

BUSINESS ED.

EL

ELA

FCS

Art Courses

Art 6

[required, every other day]

Intended Audience: Grade 6

Major Outcomes:

- Develop an understanding of the elements and principles of art.
- Focus on world cultures

Projects/Activities: Activities may include drawing, clay sculpture, painting, printmaking and working with a variety of other materials.

Instructional Focus: Instruction includes teacher guided art demonstrations; individual and/or group art projects; and opportunities for reflection and revising artwork.

Art 7

[elective, every other day]

Intended Audience: Grade 7

Major Outcomes:

- Focus on American Art. This class explores using American art and artists as inspiration for their work.
- Expand the understanding of the elements and principles of art, with a focus on revision and creation of an artist statement.

Projects/Activities: Activities may include working with a variety of materials in sculpture, painting, drawing, crafts and design.

Instructional Focus: Instruction includes teacher guided art demonstrations; individual and/or group art projects; and opportunities for reflection and revising artwork.

Art 8

[elective, every other day]

Intended Audience: Grade 8

Major Outcomes:

- Explore art as a personal journey.
- Explore and expand knowledge of the elements of art and principles of design.
- Advance art skills using drawing, sculpture and painting with focus on revision.

Projects/Activities: Activities may include drawing, painting, clay, sculpture, jewelry making and working with a variety of other materials. Student work reflects research, a developed plan, production and self-evaluation.

Instructional Focus: Instruction includes advanced teacher guided art demonstrations; individual and/or group art projects; and opportunities for reflection and revising artwork.

Business Education Courses

Computer Explorations

[elective, every other day]

Intended Audience: Grade 8

Major Outcomes:

- Acquire or improve computer skills in key-boarding, graphics, slideshows, and desktop publishing in order to enhance school assignments and explore computer-based careers.
- Become familiar with current computer applications.

Instructional Focus: This is a hands-on course in which students engage in a combination of individual and group activities using: Google Earth, iMovies, Garage Band, Comic Life, etc. Emphasis throughout the course is learning and using the ability to share documents via cloud computing by means of the Google Classroom.

English Learners [EL] Courses

Qualifying English Learners will be placed in an EL English course in place of a mainstream, grade-level ELA course; or an English Language Development (ELD) course in place of a mainstream, grade-level elective course. This placement is based on state and district test scores and teacher recommendation. For more information about the [EL] program, please see the Assistance for Students section in this guide or contact your child's school.

English Language Arts [ELA] Courses

Students performing below grade level in reading may be assigned to additional reading support courses.

Advanced English Language Arts 6

[full year, two periods]

Intended Audience: Grade 6 students who are interested in reading, writing, and language; students who read and write significantly above grade level

Major Outcomes:

- Same as ELA 6 with more challenging reading and writing expectations.
- Additional emphasis on interpretive/analytical and critical/evaluative reading, writing and discussion.
- Additional work with presentation skills

Projects/Activities: Writing, speaking, research, media project, independent reading

Instructional Focus: The course will move at a faster pace than ELA 6. This will allow students to explore topics in greater depth. Students will participate in whole group, small group, and independent activities; all students are expected to read independently outside the school day.

English Language Arts 6

[full year, two periods]

Intended Audience: Grade 6

Major Outcomes:

- Read and analyze a variety of literature and informational texts.
- Write frequently in a variety of forms, emphasizing compare/contrast, and argumentative techniques.
- Develop language skills including vocabulary, sentence structure, and grammar/mechanics.
- Develop skills in speaking, listening, inquiry, and media literacy.

Projects/Activities: Writing assignments, research, and independent reading.

Instructional Focus: Teachers will model instructional strategies, and students will participate in guided and independent practice, whole group, small group and independent activities; all students are expected to read independently outside the school day.

Advanced English Language Arts 7

[full year, two periods]

Intended Audience: Grade 7 students who are interested in reading, writing, and language; students who read and write significantly above grade level

Major Outcomes:

- Same as ELA 7 with more challenging reading and writing expectations
- Additional emphasis on interpretive/analytical and critical/evaluative reading, writing and discussion
- Literary analysis

Projects/Activities: Writing, speaking, research, multi-genre reflection, independent reading
Instructional Focus: The course will move at a faster pace than ELA 7. This will allow students to explore topics in greater depth. Students will participate in whole group, small group, and independent activities; all students are expected to read independently outside the school day.

English Language Arts 7 **[full year, two periods]**

Intended Audience: Grade 7
Major Outcomes:

- Read and analyze a variety of literature and informational texts.
- Write frequently in a variety of forms, emphasizing informative and argumentative techniques.
- Develop language skills including vocabulary, sentence structure, and grammar/mechanics.
- Develop skills in speaking, listening, inquiry, and research.

Projects/Activities: Writing assignments, research, and independent reading.

Instructional Focus: Teachers will model instructional strategies, and students will participate in guided and independent practice, whole group, small group and independent activities; all students are expected to read independently outside the school day.

Advanced English Language Arts 8 **[full year]**

Intended Audience: Grade 8 students who are interested in reading, writing, and language; students who read and write significantly above grade level

Major Outcomes:

- Same as ELA 8, with more challenging reading and writing expectations.
- Additional emphasis on interpretive/analytical and critical/evaluative reading, writing and discussion.
- Additional work with literary analysis

Projects/Activities: Writing, speaking, research, independent reading

Instructional Focus: The course will move at a faster pace than ELA 8. This will allow students to explore topics in greater depth. Students will participate in whole group, small group, and independent activities; all students are expected to read independently outside the school day.

English Language Arts 8 **[full year]**

Intended Audience: Grade 8

Major Outcomes:

- Read and analyze a variety of literature and informational texts.
- Write frequently in a variety of forms, emphasizing narrative and argumentative techniques.
- Develop language skills including vocabulary, sentence structure, and grammar/mechanics.
- Develop skills in speaking, listening, research, and media literacy.

Projects/Activities: Writing assignments, research project, speeches, and independent reading.

Instructional Focus: Teachers will model instructional strategies, and students will participate in guided and independent practice, whole group, small group and independent activities; all students are expected to read independently outside the school day.

Reading Strategies 6, 7, 8 **[full year]**

Qualifying students will be placed in a reading intervention course [Reading Strategies 6, 7, or 8] *in addition to* their grade-level English course, based on state and district test scores as well as teacher recommendation. For more information, please contact the Reading department leader at your child's school.

Science Fiction **[JMS only]**

[elective, every other day]

Intended Audience: 7th and 8th grade students interested in improving reading/writing, and/or scientific inquiry

Major Outcomes:

In this course students will:

- Examine the genre of science fiction alongside the non-fiction science that creates worlds and situations that can't happen yet, and might never happen, but deal with the world we live in today.
- Increase knowledge of history and nature of science through scientific inquiry.
- Create print and non-print texts for different audiences and purposes.
- Write effectively using the writing process (pre-writing, drafting, revising, editing, publishing).

Projects/Activities: Students will examine versions of science fiction in print and nonprint. Projects include inventing an item to be used in the future, designing a future society, researching a current problem in our world and proposing a solution in a presentation. Students will create their own science fiction

writing piece. Discussions and presentations will be used to analyze science fiction. This course is designed for those who are already science fiction fans, as well as, those who want to improve reading and writing skills. There will be opportunities for creative and analytical work. Through reading, writing, and viewing science fiction, students will be prepared to tackle tomorrow's problems.

Instructional Focus: Students will improve reading and writing skills in connection with scientific inquiry. Science fiction writes about tomorrow, but talks about today and this course will equip students with knowledge to better understand our world.

Family and Consumer Sciences [FCS] Courses

Family and Consumer Sciences 7 **[required, every other day]**

Intended Audience: Grade 7

Major Outcomes:

- Explore nutrition, wellness, and food preparation practices.
- Construct a basic sewing project
- Analyze skills for effective caregiving of children
- Create a basic budget and personal finance plan
- Identify personal skills and interests related to career goals

Projects/Activities: Prepare recipes during culinary labs. Sew a simple project (pillowcase). Explore how children learn through play by playing! Play an interactive budgeting game. Create a career project based on their interests.
Instructional Focus: Hands-on activities to enhance learning, communication, and teamwork.

Family and Consumer Sciences 8 **[elective, every other day]**

Intended Audience: Grade 8

Major Outcomes:

- Focus on food preparation techniques while in a culinary lab.
- Apply food safety and sanitation practices.
- Examine nutrition and wellness
- Enhance sewing skills
- Strengthen teamwork and leadership skills

Projects/Activities: Prepare food using recipes, practice kitchen safety and sanitation, examine nutritional habits that impact health and wellness and complete a sewing project with optional enrichment.

Instructional Focus: Hands-on activities to enhance learning, communication, and teamwork.

Course Selection

HEALTH

MATHEMATICS

MUSIC

Health Courses

Health 6

[every other day]

Intended Audience: Grade 6

Major Outcomes:

- Develop awareness of basic health concepts including mental health, decision-making and refusal skills.
- Investigate body systems, disease, safety/ first aid, tobacco, and other drug use.
- Understand relationships, qualities of friendships, and adolescent body changes.
- To provide curriculum that directly supports the district wellness initiative.
- Students will get a basic understanding of CPR.

Instructional Focus: Instruction is presented in a variety of ways including individual assignments, small and large group activities, and discussions.

Health/Wellness 8

[elective, every other day]

Intended Audience: Grade 8

Major Outcomes:

- Exploration of current teen health and social issues that may include diseases, positive self-image, alcohol/ chemical use, exercise and nutrition.
- Develop critical decision-making skills and investigate how the consequences of these decisions impact present and future quality of life.
- Learn the tools to build and foster healthy relationships.
- To prepare students for high school health courses and life beyond school.
- To provide curriculum that directly supports the district wellness initiative.
- CPR Instruction - Students will have the opportunity to get certified in CPR.

Instructional Focus: Instruction is presented in a variety of ways, including individual assignments, small and large group activities, and discussions; guest speakers may be used to enhance current health topics.

Mathematics Courses

Students performing below grade level in mathematics may be assigned to additional mathematics support courses.

Middle School PreAlgebra 6

[full year]

Prerequisite/Selection Process: District Placement Process

Intended Audience: Grade 6

Major Outcomes:

- Problem solving and reasoning skills.
- Fractions, decimals, percents.
- Readiness for algebra concepts: equations, expressions, ratios, and rates.
- Data representations, probability and statistics.
- 2- and 3-Dimensional figures.

Instructional Focus: Instruction presented in a variety of ways, including use of manipulatives, discovery, small and large group discussions.

Intermediate PreAlgebra 7

[full year]

Prerequisite/Selection Process: District Placement Process

Intended Audience: Grade 7

Major Outcomes:

- Application of integers, fractions, decimals and percents.
- Evaluate expressions and solve one-step equations with variables and rational numbers.
- Proportional reasoning.
- Applications of probability and data representation.
- 2- and 3-Dimensional figures.

Instructional Focus: Instruction presented in a variety of ways, including large group discussion and active participation.

Middle School Algebra 8

[full year]

Prerequisite/Selection Process: District Placement Process

Intended Audience: Grade 8, [Accelerated Grade 6 and 7]

Major Outcomes:

- Solution of equations.
- Linear functions.
- Properties of exponents.

Instructional Focus: Instruction presented in a variety of ways, including use of manipulatives, discovery and small and large group discussions.

Honors HS Intermediate Algebra

[full year]

Prerequisite/Selection Process: Middle School Algebra

Intended Audience: Accelerated Grades 7 and 8

Credit: 1.0 high school credit earned with passing grade*

Major Outcomes: This course continues the extensive, connected, and applied study of Mathematics from previous courses. Emphasis is on the development of multiple strategies to solve problems and to recognize multiple ways of understanding concepts, especially as it pertains to quadratic and exponential functions. It has strong threads woven throughout the course focusing on multiple representations, justifying thinking, and communicating the meaning of a solution. The topics covered in the course are:

- Functions, Linear Relationships
- Simplifying and Solving
- Sequences
- Modeling Two-Variable Data
- Exponential Functions
- Quadratic Functions
- Solving Quadratic and Inequalities

Instructional Focus: Instruction presented in a variety of ways; some hands-on activities and the use of a graphing calculator.

Honors HS Geometry

[full year]

Prerequisite/Selection Process: Honors HS Intermediate Algebra

Intended Audience: Grade 8

Credit: 1.0 high school credit earned with passing grade*

Major Outcomes:

This course continues the extensive, connected, and applied study of Mathematics from previous courses. It has strong threads woven throughout the course focusing on multiple representations, justifying thinking, and communicating the meaning of a solution. The topics covered in the course are:

- Shapes and Transformations
- Angles and Measurement
- Justification and Similarity
- Congruent Triangles
- Proof and Quadrilaterals
- Polygons and Circles
- Solids and Constructions

- Circles and Conditional Probability
- Solids and Circles

Instructional Focus: Instruction presented in a variety of ways; some hands-on activities, and more in-depth study of content.

***Offered as high school credit; grades from this high school course may be reflected on high school transcript.**

Honors Advanced Mathematics **[full year]**

Prerequisite/Selection Process: District Placement Process

Credit: Credit will vary depending upon the mathematics completed*

Intended Audience: Grades 7 and 8; designed for students who are mathematically gifted and perform significantly above grade level

Major Outcomes:

- Become proficient problem solvers using a variety of strategies.
- Apply appropriate mathematical skills to real world situations.
- Effectively communicate mathematical learning.

Instructional Focus: Individually paced instruction with a variety of instructional strategies.

***Offered as high school credit; grades from this high school course may be reflected on high school transcript.**

Music Courses

Band 6

[elective, every other day]

Intended Audience: Grade 6

Major Outcomes:

- Learn the beginning elements of playing a band instrument.
- Produce a characteristic tone and perform in an ensemble.

Projects/Activities: Perform in concerts and independent practice.

Instructional Focus: Group instruction.

Beginning Band 7

[elective, every other day]

Intended Audience: Grade 7 students who did not take band in grade 6

Major Outcomes:

- Learn the beginning elements of playing a band instrument.
- Produce a characteristic tone and perform in an ensemble.

Projects/Activities: Perform in concerts and independent practice.

Instructional Focus: Group instruction.

Instructional Sequence: Upon completion of course, students would enroll in grade 8 band.

Band 7

[elective, every other day]

Prerequisite/Selection Process: Band 6 or teacher permission

Intended Audience: Grade 7

Major Outcomes:

- Increase understanding of tone quality, intonation/pitch, rhythm/meter, technique and interpretation.
- Expand instrumental skills playing music from many historical periods and styles.
- Learn improvisation skills.

Projects/Activities: Perform in concerts, and independent practice.

Instructional Focus: Group instruction.

Beginning Band 8

[elective, every day]

Intended Audience: Grade 8 students who did not take band in grade 6 or grade 7

Major Outcomes:

- Learn the beginning elements of playing a band instrument.
- Produce a characteristic tone and perform in an ensemble.

Projects/Activities: Perform in concerts and independent practice.

Instructional Focus: Group instruction.

Instructional Sequence: Upon completion of this course, students would enroll in grade 9 band.

Band 8

[elective, every day]

Prerequisite/Selection Process: Band 7 or teacher permission

Intended Audience: Grade 8

Major Outcomes:

- Advanced levels of skill development and musicianship.
- Focus on the finer nuances of musical performance.

Projects/Activities: Perform in concerts and independent practice.

Instructional Focus: Group instruction.

Choir 6

[elective, every other day]

Intended Audience: Grade 6

Major Outcomes:

- Learn to use voice correctly.
- Perform a variety of styles of music from different cultures and historical periods.
- Study the elements of music and gain reading and notating skills.

Projects/Activities: Perform in concerts.

Instructional Focus: Group instruction.

Choir 7

[elective, every other day]

Intended Audience: Grade 7

Major Outcomes:

- Sing and perform a variety of styles of music.
- Increase understanding of tone quality, intonation/pitch, rhythm/meter, technique and interpretation.
- Acquire vocal skills and musicianship.

Projects/Activities: Perform in concerts and create an original composition.

Instructional Focus: Group instruction.

Choir 8

[elective, every day]

Intended Audience: Grade 8

Major Outcomes:

- Sing and perform a variety of styles of music.
- Achieve advanced vocal skills and musicianship.

Projects/Activities: Perform in large vocal ensembles and in small groups.

Instructional Focus: Group instruction.

Orchestra 6

[elective, every other day]

Intended Audience: Grade 6

Major Outcomes:

- Learn the beginning elements of playing an orchestra instrument.
- Produce good tone and perform in an ensemble.

Projects/Activities: Perform in concerts and independent practice.

Instructional Focus: Group instruction.

Beginning Orchestra 7

[elective, every other day]

Intended Audience: Grade 7 students who did not take orchestra in grade 6

Major Outcomes:

- Learn the beginning elements of playing an orchestra instrument.
- Produce a good tone and perform in an ensemble.

Projects/Activities: Perform in concerts and independent practice.

Instructional Focus: Group instruction.

Instructional Sequence: Upon completion of course, students would enroll in grade 8 orchestra.

Course Selection

MUSIC

OTHER

PHYSICAL EDUCATION

SCIENCE

Orchestra 7

[elective, every other day]

Prerequisite/Selection Process:

Orchestra 6 or teacher permission

Intended Audience: Grade 7

Major Outcomes:

- Increase understanding of tone quality, intonation/pitch, rhythm/meter, technique and interpretation.
- Introduce to orchestra ensemble playing with an emphasis on the bow stroke and fundamentals of music.
- Learn improvisation skills.

Projects/Activities: Perform in concerts, create an original composition and independent practice.

Instructional Focus: Group instruction.

Beginning Orchestra 8

[elective, every day]

Intended Audience: Grade 8 students who did not take orchestra in grade 6 or grade 7

Major Outcomes:

- Learn the beginning elements of playing an orchestra instrument.
- Produce a good tone and perform in an ensemble.

Projects/Activities: Perform in concerts and independent practice.

Instructional Focus: Group instruction.

Instructional Sequence: Upon completion of this course, students would enroll in grade 9 orchestra.

Orchestra 8

[elective, every day]

Prerequisite/Selection Process:

Orchestra 7 or teacher permission

Intended Audience: Grade 8

Major Outcomes:

- Advance skill development and musicianship.
- Focus on the finer nuances of musical performance.

Projects/Activities: Perform in concerts and independent practice.

Instructional Focus: Group instruction.

Other Courses

Study Hall

[elective, every other day or full year]

Intended Audience: Grade 8

Major Outcomes:

- Improve homework completion, organization and study skills.

Instructional Focus: Provide the opportunity for students to independently complete assignments in a quiet setting during the regular school day.

Physical Education Courses

Physical Education 6

[every other day]

Intended Audience: Grade 6

Major Outcomes:

- Participate in cooperative learning activities that focus on fitness concepts.
- Engage in activities for lifetime fitness.

Instructional Focus: Embedded throughout the curriculum is a structure that promotes character building, cooperation, teamwork and decision making. Students will participate in a variety of activities that may include: basketball, floor hockey, football, soccer, volleyball, dance, fitness, softball, team handball, racquet sports and winter outdoor activities.

Physical Education 7

[elective, every other day]

Intended Audience: Grade 7

Major Outcomes:

- Participate in team and group activities that promote fitness and cooperative learning.
- Engage in activities for lifetime fitness.

Instructional Focus: Embedded throughout the curriculum is a structure that promotes character building, cooperation, teamwork and decision making. Students will participate in a variety of activities that may include: weight training, lacrosse, basketball, speedball, volleyball, floor hockey, racquet sports, skill development games and winter outdoor activities.

Physical Education 8

[elective, every other day or full year]

Intended Audience: Grade 8

Major Outcomes:

- Participate in team and group activities that promote fitness and cooperative learning.
- Engage in activities for lifetime fitness.

Instructional Focus: Embedded throughout the curriculum is a structure that promotes character building, cooperation, teamwork and decision making. Students will participate in a variety of activities that may include: archery, net games, racquet sports, lacrosse, strength training, basketball, volleyball and winter outdoor activities.

Physical Education: Fitness

[elective, every other day]

Intended Audience: Grades 7 and 8

Major Outcomes:

- Personal fitness.
- Engage in activities for lifetime fitness.

Instructional Focus: This class will fulfill the needs of students who want to stay active, but want to concentrate more on individual, non-competitive and/or cooperative activities. Students will participate in a variety of activities that may include aerobic activities, walking and individual weight training.

Science Courses

Science 6

[full year]

Intended Audience: Grade 6

Major Outcomes:

- Increase knowledge of the nature of science and engineering processes through inquiry and experimental design.
- Explore astronomy with a focus on the Sun, Earth, and Moon.
- Develop an understanding of the geologic processes that shape the Earth.
- Review the hydrologic cycle and its impact on water sources.
- Understand the meteorological processes that drive weather and climate.

Projects/Activities: May include explorations of moon phases, rock and mineral identification, geologic modeling, weather data collection.

Instructional Focus: Students will work individually as well as in small groups. They will be involved in inquiry-based experiments, investigations of relevant topics, model design and creation, observation, data collection, and analysis.

Note: Science is in the process of shifting to new Minnesota state science standards. During this transition, some units of study and projects may be taught at a different middle school grade level.

Advanced Science 6 [full year]

Prerequisite/Selection Process: District Placement Process

Intended Audience: Grade 6 students with a high interest in Earth science topics and strong problem-solving, reading, and math skills.

Major Outcomes:

- Advanced Science 6 addresses the same Minnesota science standards as Science 6. Students in this course will move through the basic concepts at a quicker pace to allow for more in depth study. There will be a greater emphasis on data collection and analysis. In addition, students in this course will work more independently and conduct additional research outside the school day.
- Increase knowledge of the nature of science and engineering processes through inquiry and experimental design.
- Explore astronomy with a focus on the Sun, Earth, and Moon.
- Develop an understanding of the geologic processes that shape the Earth.
- Review the hydrologic cycle and its impact on water sources.
- Understand the meteorological processes that drive weather and climate.

Projects/Activities: May include explorations of moon phases, rock and mineral identification, geologic modeling, and weather data collection. Students will present the results of an experimental project or a research and an engineering project. Participation in the District STEM Fair is strongly encouraged.

Instructional Focus: Students will work individually as well as in small groups. They will be

involved in inquiry-based experiments, investigations of relevant topics, model design and creation, observation, data collection, and analysis.

Note: Science is in the process of shifting to new Minnesota state science standards. During this transition, some units of study and projects may be taught at a different middle school grade level.

Science 7 [full year]

Intended Audience: Grade 7

Major Outcomes: Students will use models, engineering, analysis of data and critical thinking skills to explore and create a deeper understanding of the following concepts:

- Cells
- Human Body
- Genetics
- Evolution
- Ecology

Projects/Activities: May include cell labs, microscope use, cell models, ADAM human body software, owl pellet field study, dissections, and ecosystem models.

Instructional Focus: Students will work individually, as well as in small and large groups. They will be involved in hands-on experiments, dissections, investigations, model design and creation, engineering process, observations, data collection and analysis.

Note: Science is in the process of shifting to new Minnesota state science standards. During this transition, some units of study and projects may be taught at a different middle school grade level.

Advanced Science 7 [full year]

Prerequisite/Selection Process: District Placement Process

Intended Audience: Grade 7 students with a high interest in life science topics and strong problem-solving, reading, and math skills.

Major Outcomes: Students will use models, engineering, analysis of data and critical thinking skills to explore and create a deeper understanding of the following concepts:

- Cells
- Human Body
- Genetics
- Evolution
- Ecology

This course will address the same Minnesota science standards as Science 7, but at an accelerated pace to allow for increased depth and integrated use of technology.

Projects/Activities: These will include lab investigations, argument driven inquiry, field studies and use of computer technology. Students will present the results of an experimental project or a research and an engineering project (Capstone). Participation in the District STEM Fair is strongly encouraged.

Instructional Focus: Students will work individually, as well as in small and large groups. They will be involved in hands-on experiments, dissections, investigations, model design and creation, engineering process, observations, data collection and analysis.

Note: Science is in the process of shifting to new Minnesota state science standards. During this transition, some units of study and projects may be taught at a different middle school grade level.

Science 8 [full year]

Intended Audience: Grade 8

Major Outcomes:

- Knowledge of basic concepts related to force, motion and energy
- Knowledge of the structure of matter
- Apply understandings about matter and energy to everyday life

Projects/Activities: Projects and activities may include individual or group investigations, that are both student and teacher directed that may involve forces and motion, energy transformations, and forces of nature.

Instructional Focus: Students will make in-depth observations, ask questions, and generate creative valid explanations. They will be involved in experimental design, investigations, and designing and testing models. Students will be encouraged to apply skills and concepts to their everyday lives.

Note: Science is in the process of shifting to new Minnesota state science standards. During this transition, some units of study and projects may be taught at a different middle school grade level.

Course Selection

SCIENCE

SOCIAL STUDIES

SPECIAL EDUCATION

Advanced Science 8 [full year]

Prerequisite/Selection Process: District Placement Process

Intended Audience: Grade 8 students with a high interest in physical science topics and strong problem-solving, reading, and math skills.

Major Outcomes:

- Knowledge of basic concepts related to force, motion and energy
- Knowledge of the structure of matter
- Apply understandings about matter and energy to everyday life

This course will address the same Minnesota science standards as Science 8, but at an accelerated pace to allow for increased depth and integrated use of technology.

Projects/Activities: Projects and activities may include individual or group investigations, that are both student and teacher directed that may involve forces and motion, energy transformations, and forces of nature.

Instructional Focus: Designed for the more independent science learner. The investigations will encourage higher order thinking and will have an increased pace and rigor. Students will make in-depth observations, ask questions, and generate creative valid explanations. They will be involved in experimental design, investigations, and designing and testing models. Students will be encouraged to apply skills and concepts to their everyday lives.

Note: Science is in the process of shifting to new Minnesota state science standards. During this transition, some units of study and projects may be taught at a different middle school grade level.

Engineering: Aerospace and Design [elective or required, every other day]

Intended Audience: Grades 7 and 8

This course may replace the Technical Education requirement in grade 7.

Major Outcomes:

- Experience a scientific environment involving design, creativity, and team problem solving.
- Understand the engineering process from concept to production.
- Explore how science has affected technology throughout history by looking at concepts in physics.
- Explore the science behind aeronautics and use software to experience space travel.

Projects/Activities: Hands-on and design experiences are integrated throughout the course.

Some activities include designing and creating a chain reaction contraption (Rube Goldberg), designing a medical device, and aircraft exploration. Students will be introduced to various software throughout the course such as 3D-CAD and on-line resources to provide enriched learning experiences.

Instructional Focus: This class is a part of a nationally recognized pre-engineering program called Project Lead the Way Gateway To Technology. The program goal is to develop more engineers, including project based units in design, modeling, flight, and space. This course emphasizes high levels of academic rigor and computer literacy. Coursework includes both individual and collaborative activities that must be completed as an integral part of this course. Authentic, real-world problem solving skills are emphasized throughout the class. This is an academically challenging course and is best suited for a motivated, collaborative learner. This course replaces PLTW Gateway [DSF].

Engineering: Architecture and Robotics [elective, every other day]

Prerequisite/Selection Process: PLTW Gateway [DSF] strongly encouraged

Intended Audience: Grade 8

Major Outcomes:

- Experience a scientific environment involving design, creativity, and team problem solving.
- Learn about mechanical systems, energy transfer, machine automation, and computer control systems.
- Investigate architectural plans, construction styles, alternative materials and processes, dimensioning, measuring and architectural sustainability.

Projects/Activities: Students are introduced to the influence of automation and robotics in our world and use a robust robotics platform to design, build and program a solution to solve an existing problem. Additional hands-on student experiences are integrated throughout the course including 3D architectural software program to create an environmentally friendly home using shipping containers.

Instructional Focus: This course emphasizes high levels of academic rigor and computer literacy. Homework is an integral part of this course and students must be independently motivated to complete it in a timely manner. This class combines key pre-engineering content areas through a nationally recognized program called Project Lead the Way: Gateway. The program, whose goal is to develop more American engineers, includes modules in Automation and Robotics and Sustainable Architecture. Authentic, real-world problem solving-skills are emphasized throughout the class. This is an academically challenging pre-engineering course and is best suited for a motivated, collaborative learner. This course replaces PLTW Gateway [ACG].

Astronomy

[JMS only]

[elective, every other day]

Intended Audience: Grade 8

Major Outcomes:

- Learn about the properties of stars and the constellations they belong to.
- Explore our Solar System with an emphasis on the terrestrial planets and the larger moons of the Solar System.
- Develop an appreciation of the history of the American space program and the impact that NASA has made.
- Explore current events in space.

Projects/Activities: Construct a star wheel, utilize the Jackson Middle School Observatory [JMO], analyze light using a spectroscope, engineering projects to explore space travel concepts, investigating geologic features of our terrestrial planets and moons of the solar system.

Instructional Focus: Students will work individually and collaboratively on assignments. Students will utilize math, science, and research skills throughout the year. Evening “public viewing” sessions will be available at the JMO throughout the year.

Environmental Science

[JMS only]

[elective, every other day]

Intended Audience: Grade 8

Major Outcomes:

- Characterize the biomes found in MN and around the world by the interactions of biotic and abiotic factors.
- Understand how the Earth works as a system by the interaction of the biosphere, hydrosphere, lithosphere, and atmosphere staying in balance.
- Understand the tools used by the environmental scientist to investigate our world.
- Learn about global and local environmental issues such as global climate change, water pollution, air pollution, and invasive species.

Projects/Activities: Field skills will be put into practice in the prairies, wetlands and forests

around JMS. Webquests will guide student research on the Earth’s biomes and spheres. Remote sensing tools will allow students to study human impact on ecosystems. Field studies will be done at Cedar Creek Ecosystem Reserve. Classes will design, and carry out a service learning project on an environmental issue of their choice.

Instructional Focus: Students will work on problem analysis and research; field skills will be developed with outdoor/hands-on class activities.

Social Studies Courses

Minnesota Studies 6

[full year]

Intended Audience: Grade 6

Major Outcomes:

- Students study Minnesota history and its government, placing the state and its people within context of the national story.
- Engage in historical inquiry and study events, issues and individuals significant to Minnesota history.
- Analyze the state’s physical features and how the location of resources affected settlement patterns and the growth of cities.
- Learn about economics.
- Learn about the unique role Minnesota played, and continues to play, in regional, national and global events.
- Study current events and analyze their global impact.

Instructional Focus: Instruction is presented in a variety of way such as: class discussion, small and large group activities, simulations, and the use of technologies.

United States Studies 7

[full year]

Intended Audience: Grade 7

Major Outcomes:

- Grade seven features history as the lead discipline.
- The interdisciplinary “Studies” approach is further enhanced with important government, citizenship, economics and geography content that round out the study of United States history.

- Learn about people, issues and events of significance to this nation’s history from 1800 to the current era of globalization.
- Examine the Constitution and the Bill of Rights, and Supreme Court decisions for their lasting impact on the American people.

Projects/Activities: Students create and use detailed maps of places in the United States and conduct historical inquiry on a topic in the nation’s history.

Instructional Focus: Instruction is presented in a variety of ways: class discussion, small and large group activities, simulations and the use of technologies.

Global Studies 8

[full year]

Intended Audience: Grade 8

Major Outcomes:

- Understand the relationship between physical and human geography throughout each region of the world.
- Create and interpret a variety of maps, calculate and estimate distance, scale, density and spatial distribution patterns around the world.
- Demonstrate basic knowledge of economic principles.
- Study current events and analyze their global impact.

Instructional Focus: Instruction is presented in a variety of ways: class discussion, small and large group activities, simulations, and the use of technology and geographical tools.

Special Education

Students with disabilities will be placed in support services courses as determined by their special education needs relating to their disability as outlined in their Individual Education Plan [IEP]. For more information about the Special Education program in general, please see the Assistance for Students section on page 18 of this guide. For individual student service questions, please contact your child’s case manager.

Course Selection

TECHNOLOGY EDUCATION

WORLD LANGUAGES

Technology Education Courses

Technology Education 7

[elective or required, every other day]

Intended Audience: Grade 7

Major Outcomes:

- Produce various items by using computer generated graphic designs and CAD drawings.
- Increase technological literacy and investigate emerging technologies.
- Learn the processes to design, build, and test products, and become a wiser consumer of technology.
- Integrated STEM activities = Science, Technology, Engineering, Math.
- Develop safe work habits in a laboratory environment.
- Applied math/technical reading.

Projects/Activities: Use various tools and machines to make wood or sheet metal projects. Create 3-D printed designs and dye sublimation items from computer generated student work.

Instructional Focus: This is a hands-on course in which students engage in traditional and computer led instruction utilizing both individual and group activities.

PLTW Gateway [DSF]

[elective or required, every other day]

Intended Audience: Grades 7 and 8

This course may replace the Technology Education requirement in grade 7.

Major Outcomes:

- Experience a scientific environment involving design, creativity, and team problem solving.
- Understand the engineering process from concept to production.
- Explore how science has affected technology throughout history by looking at concepts in nanotechnology, physics and chemistry.
- Explore the science behind aeronautics and use software to experience space travel.

Projects/Activities: Students will be introduced to various software throughout the course such

as 3D-CAD, NASA flight simulator, and on-line resources to provide enriched learning experiences. Additional design and hands-on experiences are integrated throughout the course.

Instructional Focus: This course emphasizes high levels of academic rigor and computer literacy. Homework is an integral part of this course and students must be independently motivated to complete it in a timely manner. This class is a part of a nationally recognized pre-engineering program called Project Lead the Way Gateway. The program, which has a goal to develop more American engineers, includes modules in Design and Modeling, Science of Technology, and Flight and Space. Authentic, real-world problem solving skills are emphasized throughout the class. This is an academically challenging course and is best suited to the independent learner.

PLTW Gateway [ACG]

[elective, every other day]

Prerequisite/Selection Process: PLTW Gateway DSF strongly encouraged

Intended Audience: Grade 8

Major Outcomes:

- Experience a scientific environment involving design, creativity, and team problem solving.
- Learn about mechanical systems, energy transfer, machine automation, and computer control systems.
- Students learn the basics of programming in Intro to Computer Science 1.
- Investigate architectural plans, construction styles, alternative materials and processes, dimensioning, measuring and architectural sustainability.

Projects/Activities: Students are introduced to the influence of automation and robotics in our world and use a robust robotics platform to design, build and program a solution to solve an existing problem. Additional hands-on student experiences are integrated throughout the semester including MIT App Inventor where students create variations of an app and use another 3D

architectural software program to create an environmentally friendly home using shipping containers.

Instructional Focus: This course emphasizes high levels of academic rigor and computer literacy. Homework is an integral part of this course and students must be independently motivated to complete it in a timely manner. This class combines key pre-engineering content areas through a nationally recognized program called Project Lead the Way: Gateway. The program, whose goal is to develop more American engineers, includes modules in Automation and Robotics, Introduction to Computer Science, and Green Architecture. Authentic, real-world problem solving-skills are emphasized throughout the class. This is an academically challenging pre-engineering course and is best suited to the independent learner.

Creative Innovations

[elective, every other day]

Intended Audience: Grade 8

Major Outcomes:

- Develop skills to manipulate digital media using computer editing software
- Build variety of power and transportation model projects.
- Explore the use of multimedia devices and modern electronics.
- Incorporate STEM [Science, Technology, Engineering & Math] into all facets of learning.
- Real world applications of math and technical reading.

Projects/Activities: Projects may include: taking, editing, and creating digital images and videos; building model rockets, aircraft, CO2 cars, shock boxes and robotics. This class will focus on the creative design process and will maintain hands-on approach to learning.

Instructional Focus: This is a hands-on course in which students engage in a combination of both individual and group activities using technology.

Design and Manufacturing **[elective, every other day]**

Intended Audience: Grade 8

Major Outcomes:

- Learn the process of designing, building and testing products.
- Incorporates CADD [Computer-Aided Drafting Design].
- Applied math/technical reading.

Projects/Activities: Sheet metal or wood projects utilizing production technologies to create items such as, exploring new materials and advanced processes to create additional products. Examples; clocks, chairs, and mirror frames.

Instructional Focus: This is a hands-on course in which students engage in a combination of both individual and group activities exploring technology.

World Language Courses

Teacher recommendation may be used for placement.

Attention native or heritage speakers of Spanish, French or German: Level I Spanish, German, and French courses are designed for students with little or no experience in the language. If you already speak Spanish, German, or French at home, consider learning a third language as a beginner along with your peers.

Exploring World Languages and Cultures **[elective, every other day]**

Intended Audience: Grades 7 and 8

Major Outcomes:

- Understand and use basic phrases [emphasis on French, German, and Spanish].
- Develop an appreciation of other cultures.
- Gain experience that will guide students' selection of future language study.

Instructional Focus: Students will engage in activities using the languages to promote skills in speaking, reading, listening, and writing. Connections will be made between language and culture using music, food, readings, videos, and/or games.

French I **[elective, full year]**

Intended Audience: Grade 8

Credit: 1.0 high school credit earned with passing grade*

Major Outcomes:

- Communicate about everyday topics.
- Learn basic sentence structure.
- Gain cultural awareness of French-speaking countries.

Projects/Activities: Individual, small and large group interactive learning activities that will get students communicating in French about their everyday lives at home and in the community.

Instructional Focus: Students will learn to communicate about self, friends, family and daily life in French. Skill building in speaking, listening, reading and writing.

****Offered as high school credit; grades will be reflected on high school transcript.***

German I **[elective, full year]**

Intended Audience: Grade 8

Credit: 1.0 high school credit earned with passing grade*

Major Outcomes:

- Communicate about everyday topics.
- Learn basic sentence structure.
- Gain cultural awareness of German-speaking countries.

Projects/Activities: Individual, small and large group interactive learning activities that will get students communicating in German about their everyday lives at home and in the community.

Instructional Focus: Students will learn to communicate about self, friends, family and daily life in German. Skill building in speaking, listening, reading and writing.

****Offered as high school credit; grades will be reflected on high school transcript***

Spanish I **[elective, full year]**

Intended Audience: Grade 8

Credit: 1.0 high school credit earned with passing grade*

Major Outcomes:

- Communicate about everyday topics.
- Learn basic sentence structure.
- Gain cultural awareness of Spanish-speaking countries.

Projects/Activities: Individual, small and large group interactive learning activities that will get students communicating in Spanish about their everyday lives at home and in the community.

Instructional Focus: Students will learn to communicate about self, friends, family and daily life in Spanish. Skill building in speaking, listening, reading and writing.

****Offered as high school credit; grades will be reflected on high school transcript***

For electives at Anoka Middle School for the Arts, please see the AMSA 2021-22 Electives Registration Guide handout.

Assistance for Students

SPECIAL EDUCATION 504 EL PRINCIPAL CONTACT INFORMATION

Special Education

A continuum of special education services are available for students who have a disability as defined by criteria established by the Department of Education and who demonstrate the need for special education and related services.

A special education case manager will team with parents and regular education teachers in developing an Individual Education Plan [IEP].

An initial plan will address the student's progress in the regular education curriculum. Progress toward academic standards will be revised annually by a team that includes parents, regular education teachers, special education teachers and administrators.

The plan will describe the student's participation in the Minnesota Comprehensive Assessment [MCA] testing and other district-wide testing as well as the special education and related services the student needs.

Section 504 Accommodation

Students who are determined to have "a substantial limitation in a major life activity" by a multidisciplinary team may have a 504 Accommodation Plan. The Accommodation Plan will describe accommodations which the team, inclusive of parents, has determined to be necessary to allow the student to access instruction.

Accommodations may include, but are not limited to, modified assignments, untimed tests, adaptive equipment, assigned seating or adjusted schedule.

Students who are placed on a 504 Accommodation Plan will participate in the state and local assessment of academic standards.

English Learners [EL]

The Anoka-Hennepin School District provides specific educational programming for students who demonstrate limited English proficiency. Students may qualify to receive EL services if they meet one or more of the following criteria: [1] *The student first learned a language other than or in addition to English,* [2] *A language other than English is most often spoken in the home,* or [3] *The student usually speaks a language other than English.*

The EL program in Anoka-Hennepin promotes students' growth in academic English. Students who receive EL services get the majority of their instruction in mainstream classrooms and in sheltered English classes.

Students are given the ACCESS assessment, which measures the student's academic language skills in reading, writing, listening, and speaking, on an annual basis to determine continued eligibility for EL service. If you have questions, consult your counselor.

MIDDLE SCHOOL PRINCIPALS

Anoka Middle School for the Arts

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ANOKA-HENNEPIN
SCHOOLS
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