

2020-21 CATALOG

MIDDLE SCHOOL



Grades 6-8

Bill Reed Middle School

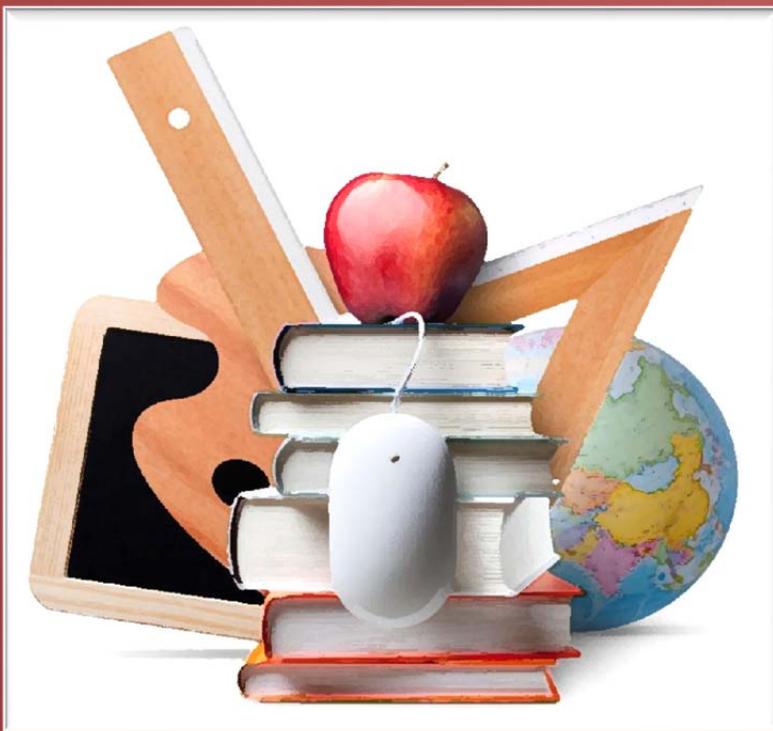
Conrad Ball Middle School

High Plains School

Lucile Erwin Middle School

Turner Middle School

Walt Clark Middle School



Course Descriptions

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Bill Reed Middle School

Principal- Arnold Jahnke
370 W. 4th St
Loveland, CO 80537
970-613-7200

Mission- Bill Reed Middle School provides students, staff, and families the opportunity to explore, express, and excel academically and creatively. In partnership with the community, and with a focus on the whole child, we integrate the arts to ignite enthusiasm and deepen understanding, enabling students to become architects of their future.

Environment - Bill Reed Middle School (BRMS) is committed to providing the best possible educational circumstances for students. The shared goal is success for every child. This is achieved in a caring environment that provides educational options, diversity, superior facilities, and a multitude of extracurricular choices. Facilities include an award-winning media center, wireless laptop labs, a beautiful auditorium that seats 600, two gyms and individual lockers for every student. In addition, we offer 1:1 technology integration for all our students!

LISA - The Loveland area Integrated School of the Arts (LISA) is one educational option for students at BRMS. We support the middle school component of the K-12 arts integration initiative. Since its beginning in 2007-2008, the program continues to expand in numbers and we have had requests from as far away as Virginia for visitation by schools in process of implementing a similar arts integration program. LISA students have opportunities to explore exciting nine-week visual and performing arts experiences not available anywhere else. Students also work with nationally and internationally known artists-in-residence who ignite their passion. We believe that learning through the arts provides a sense of inspiration, creation and wonder.

Many Options - Our school provides a multitude of activities that engage and empower students - clubs, student government, athletics, visual and performing arts, and academic challenge activities that meet the interest of any student. These include: Student Council, Yearbook, Newspaper, Math Counts, Spelling Bee, LUC Club, Drama/Theatre, Welcome Warriors, Book Club, Travel Club, Chess Club, After School LISA Classes, Swimming and Diving, Cross Country, Volleyball, Boys and Girls Basketball, Wrestling, Boys and Girls Track, and Before School Honors Band and Honors Orchestra.

Pride Tribe - The Pride Tribe Academic Challenge Program at BRMS helps students be the best they can be. Any student can participate and be successful in this program, which has four levels of achievement. To reach the highest level, students must demonstrate that they have challenged themselves by completing at least three academic challenge activities throughout the year. Students achieving the highest level are recognized in a formal ceremony at the end of the school year.

Conrad Ball Middle School

Principal-Tiffany Miller
2660 N. Monroe Ave
Loveland, CO 80538
970-613-7300

Conrad Ball Middle School (CBMS) has a strong culture of academics that is evidenced through our high level of academic growth for every student, every year. Each student at CBMS takes 62 minutes of the four core classes (language arts, math, science, and social studies) as well as their encore classes. The encore classes are choice-based in all three grade levels and most students tend to get their first or second choices, in addition to their required core classes. We offer both semester and year-long encore classes to enrich students and give them exposure to several areas. We are proud to offer several art, music, physical education, and technology courses to ensure that all the students are enhanced or raised to tapping into their person passion areas. CBMS is focused on Project Based Learning (PBL) building-wide and incorporates several projects to engage students with the opportunity for collaboration and individual creative thinking.

Our building is currently a 1:1 technology integration school with iPADs for each student. This allows students to have immediate information and produce evidence of learning in several different ways. We use Schoology as our Learning Management System and have had great success teaching students appropriate technology usage and digital citizenship.

CBMS has been the recipient of a Next Generation grant along with a School Counselor Corp Grant. Both of these grants support the professional learning for our staff and allow our students to benefit from quality instruction and innovative classrooms. This type of learning supports our students in college, career, and community readiness after they graduate high school.

Our T-Birds learn about “The 6 P’s” (Prompt, Polite, Produce, Prepared, Participate, and Positive Mental Attitude). Our staff has found that successful lifelong learners and productive members of society exemplify these 6 habits and we find it powerful and necessary to teach these skills are CBMS.

Something unique to Conrad Ball is our daily advisory time. During this period, our students monitor their personal and academic growth through goal setting and checking in with their advisory teacher. These classes are small and allow for teachers and students to connect on a different level and build a relationship based upon non-academic competencies and areas of interest. During this time, each student participates in several school-wide projects, along with service learning projects to ensure that our middle-schoolers are connected to the community and promoting a positive school culture.

Clubs & Extracurricular Activities

We believe clubs and extracurricular activities are a vital part of the middle school experience and encourage all students to stay after school and participate. Our students have the opportunity to be involved in the following clubs and extra-curricular activities: Yearbook, National Junior Honor Societ, Art Club, Drama, Student Council , Science Club, Geography Bee, Book Club, Odyssey of the Mind, Chess Club, Lego Robotics, Honor Orchestra, Jazz Band, Girls Gotta Run, Peer Tutoring, Peer Buddies, Genius Buddies, and the iPad Club. Sports include: cross country, volleyball, swimming & diving, girls’ & boys’ basketball, wrestling, and track. We are also proud to provide after school tutoring with an Activity Bus that takes students home on specified days.

We are proud of our success and go T-Birds!

High Plains School

Principal-Danielle Feeney
4255 Buffalo Mountain Dr.
Loveland, CO 80538
970-679-9870

Mission: High Plains is an early childhood through eighth-grade STEAM school fueled by innovative and authentic learning opportunities where all members feel safe, valued, and empowered. Students are immersed in the inquiry process while taking risks and engaging in issues facing our community in order to have a positive impact on our world today, tomorrow, and in years to come.

Motto: Charging through failures, Stamping through challenges

Colors: Blue, Black, and Silver

Mascot: Bison

High Plains School offers Early Childhood - Eighth (EC-8) educational programming to ensure excellence in education. An EC-8 school offers seamless transitions between the elementary and middle school grades, and supports the development of long-term relationships with students and families. The qualities of an EC-8 education are:

- Collaboration - In an EC-8 school there is a collective responsibility for the success of all students as they move from primary to intermediate to middle level grades. The structure of an EC-8 school enhances teacher collaboration and articulation within and across grade levels. Teachers collaborate to plan an integrated curriculum that connects learning across a wider range of disciplines and/or grade levels.
- Student Achievement & Responsive Instruction- An EC-8 school's unique structure supports high levels of student achievement. An EC-8 school allows for flexible educational opportunities within and across grade levels. In addition to core classes, students have opportunities for enrichment and intervention.
- Fewer Grade Transitions - An EC-8 school reduces the number of transitions a student experiences during their EC-12 school career. This reduction in transitions supports students by helping them develop long-term relationships with peers and adults. The transition between elementary and middle school is smoother because students can focus on learning instead of learning new building layouts, practices and procedures, and staff.
- Relationships – An EC-8 school supports the development of the whole child by fostering academic achievement and social/emotional well-being. Students, teachers, staff, and families are likely to build and maintain strong relationships over the course of nine years.
- Modeling and Mentoring – An EC-8 structure allows elementary and middle school students to interact and engage through positive experiences that foster leadership abilities in students and develop a shared ownership and responsibility to each other.
- Family Involvement – An EC-8 environment supports a common purpose and safe environment. Parents and community members stay involved in an EC-8 school. The nine year program supports the development of lasting relationships among students, staff, parents, and community members.

Academic Focus: High Plains School provides instruction using a STEAM framework. Teachers design integrative instruction through units and lessons that include cross curricular connections among science, math, history, and arts concepts. Students learn the skills and knowledge in these content areas to support their reading, writing, and communication skills

but then take that knowledge to an application level in an effort to help them understand why they are learning what they are learning. Technology and the engineering design process are taught to and used by students to apply their content learning in real world, relevant, and meaningful ways through a problem based learning approach (PBL). Students create and design new products or experiences to solve relevant, real-world problems. Through this (PBL) problem based approach students develop their critical thinking skills, local and global awareness, and communication and collaborative skills. A STEAM framework and problem based learning approach sparks students' creativity and helps them develop character traits such as perseverance, responsibility, and citizenship that will serve them well throughout their life.

In addition to core subject areas of math, science, language arts, and social studies, High Plains Middle School students participate in choir and/or band, physical education, art, and technology courses. Each content teacher strives to include cross-curricular connections that allow students to identify connections and application opportunities between content and concepts.

Middle school students also are enrolled in an advisory course and STEAM period. The advisory course allows students to develop relationships with their peers and identify the social and emotional skills that support their learning and ability to work with others. Students choose areas of passion to explore during their STEAM period. The STEAM period provides students with opportunities to explore fields they may encounter in the areas of science, technology, engineering, arts, and mathematics.

Clubs and Extracurricular Activities: We encourage our students to follow their passions and identify opportunities to impact their school and community inside and outside of the school day. Middle school students may participate in Student Council, Yearbook and Publications, Destination Imagination, Chess Club, Lego Robotics, Art Club, Spelling Bee, Girls on the Run, Volleyball, Cross Country, Boys and Girls Basketball, and Track and Field. New clubs and extracurricular activities may be added as the school year continues.

Bison RESPECT: To impact others and their world it is necessary that students develop "soft skills". At High Plains School we embed, encourage, and recognize Bison RESPECT all throughout the school day. All members of our school community strive to show that we are:

Responsible
Empathetic
Safe
Persevering
Empowered
Curious
Trustworthy

Parent Involvement: Parents, above all else, are the strongest factor in a child's success. We encourage and appreciate the support of parents, whether that comes in the form of sharing their time, talents, or resources.

Lucile Erwin Middle School

Principal-Tim Ridder
4700 Lucerne Ave
Loveland, CO 80538
970-613-7600

Vision: LEMS is an internationally minded community striving to develop compassionate life-long learners through the lens of the IB learner profile.

Mission: At Lucile Erwin Middle School we challenge, empower, and inspire one another to achieve our highest potential as life-long learners interacting in a global community.

We care, question, learn, reflect, and act.

Climate: Here at Erwin we follow the Wildcat Way, encompassing being a well-rounded citizen through our IB Learner Profile Traits. Students who embrace the Wildcat Way are caring and principled in all they do, striving to be lifelong learners.

Description: We believe in a holistic approach to educating our students. We encourage our students to be active participants in their education and to participate in the many extracurricular activities that are offered at LEMS. We are a caring community that has high expectations for the success of our students. We are very proud of our students and staff and we support each other in all of our efforts.

Focus: Authorized as an International Baccalaureate School representing the Middle Years Program, we focus on giving our students an international awareness and understanding of other cultures. We are committed to creating a caring, compassionate, accepting community and have been recognized as a No Place for Hate School. Our exemplary PRIDE classes have exciting offerings which currently include Give Next, MESA, Wildcat Graphics, Coding HS, Culture Club, Hidden Treasures, Jazz Band, Fuel Up to Play 60, Drama Club, Artists' Studio, Erwin Knitters, Advanced Chamber Strings, Fantasy Sports, Sports Science, Sewing 4 Hearts and Greenhouse.

Offerings: One of the components of the MYP International Baccalaureate program is to provide world language to every student. French and Spanish are both offered. We also offer a variety of athletics, extracurricular activities and competitions to engage and challenge all levels of learners. Activities include MESA, Odyssey of the Mind, Forensics and Lego Robotics. We have won many athletic league championships in basketball, track, cross-country and swimming. More than fifty percent of our students are involved in instrumental and vocal music as well as drama productions.

Turner Middle School

Principal-Brandy Grieves
950 Massachusetts Ave

Berthoud, CO 80513
970-613-7400

Name/History: Turner Middle School (TMS) opened in 1920 as Berthoud High School until 1981 when the present high school was opened. The school is named after Robert Turner who came to Loveland in 1969 to work as an administrator for Thompson Schools. He became superintendent in 1980 and retired in 1983.

Mission Statement: To prepare all students for success as productive citizens and lifelong learners.

Academic focus – Across all curriculums, our teachers focus on incorporating critical thinking strategies. Our Professional Learning Communities revolve around critical thinking and how to help students think logically. As a math focus school, selected students who enter the program have an opportunity to complete geometry by the end of their 8th grade year. In addition each student chooses a STEAM class with each possessing project based learning elements.

"Student first" attitude - We are a school that focuses on what is best for our students' success. Our mission is to prepare all students for success as productive citizens and lifelong learners. Turner Middle School has a caring staff and is constantly challenging students through critical thinking and rigorous instruction.

Positive Behavior Support - Our school believes in rewarding students for positive behavior. The staff at Turner teaches students how to be a "PRO," which stands for **P**erseverance, **R**espect, and **O**wnership. We recognize students through Student of the Month, kindness awards, dragon tokens, positive referrals, and positive postcards that are mailed home.

Extracurricular activities - Turner Middle School has a wide variety of extracurricular activities including sports and enrichment clubs. All students can sign up for enrichment activities including Chess Club and Mindfulness club.

Strong community support - There are several different ways to be involved as a parent at Turner Middle School. Our parents can be a part of the Turner PTO that supports Turner students. We also have a VITAL group, which stands for Volunteers in Thompson Accentuating Learning.

Walt Clark Middle School

Principal-Christine Smith
2605 Carlisle Dr.
Loveland, CO 80537
970-613-5400

Name/History: The school is named after Walt Clark, a teacher and coach at Loveland High School from 1944-1966.

Vision: Walt Clark Middle School will be an exemplary STEM school.

Mission: Walt Clark Middle School will consistently demonstrate through implementation of 21st century skills, Disciplinary Literacy Instructional Practices, and Student-Centered learning opportunities a comprehensive STEM experience to prepare students to be community, college and career ready.

Curriculum Focus:

- Rigorous and relevant curriculum in all content areas
- Establish relevancy/exploration of college and career pathways
- Cultivate/sustain community connections
- Embed 21st century skills and practices to build proficiency for workforce readiness

Culture and climate: We're a small enough school that we try to get to know our kids individually. We are a PBIS (Positive Behavior Intervention Support) school that tries to catch kids doing the right things. Our motto, "Be a Cougar who ROARS" reflects the emphasis we put on expectations of our students. ROARS stands for Respect, Organization, Attitude for success, Responsibility, and Safety. We try hard to make sure students don't slip through the cracks. Administrators meet regularly with grade-level teams to identify students who may be struggling academically or behaviorally. Interventions are suggested and implemented and then monitored. Our goal is to have each student in our building find success, from the gifted and talented students to the students in our special education programs.

Instruction: We recognize that students learn in different ways and we try to address that with an emphasis on differentiated instruction. We have worked with our teachers on strategies to differentiate based on student readiness, student interests and learning profiles, giving them strategies to differentiate in their classroom.

Greenhouse effect: One aspect that is completely unique to Walt Clark is our greenhouse. Students have the option to enroll in the Greenhouse Elective course to participate in the experience of growing and maintaining plants, most of which they sell to the public in the spring at our annual plant sale. Students receive hands-on experience that directly applies to lessons in life science that they learn in the classroom.

Athletics: We offer a strong athletic program for those interested. We have a varsity program as well as an intramural program for students who are still developing skills. Students who compete for Walt Clark are taught to be representatives of our school and community and demonstrate class and grit throughout the year. Our teams regularly compete for championships in cross country, swimming, basketball, wrestling and track. Our intramural program offers the opportunity to compete against fellow students as a way to develop skills that can lead to participation in athletics in high school. With both programs we are able to provide the chance for students to connect with our school, which in most cases leads to improved performance in the classroom.

ART



ART I

6th Grade – Offered at all middle schools

Art I courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Special attention is placed on characteristics and expressive features of art and design, including the elements of art.

ART II

7th Grade – Offered at Bill Reed, Lucile Erwin, Turner, Walt Clark

Art II courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Special attention is placed on learning the principles of design, exploring artist intent, and building craftsmanship skills.

ART III

8th Grade – Offered at Bill Reed, Lucile Erwin, Turner, Walt Clark

Art III courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Special attention is placed on creating innovative works of art and achieving artistic purpose to communicate intent.

2-D ART

7th, 8th Grade – Offered at Conrad Ball

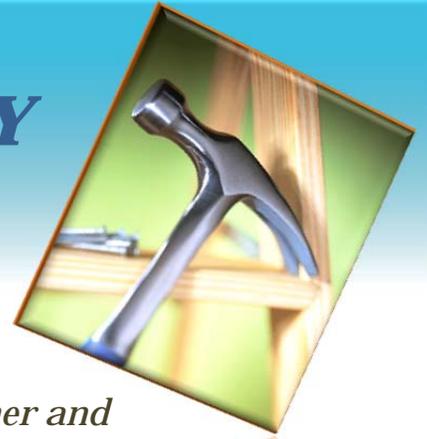
2-D Art courses will focus on a wide range of technique, skill, and the use of several mediums. Using the tools, tricks and techniques of professional artists, students will create people and objects that leap off the page. From sketchbook to final composition, students will their ideas by using lines, colors, composition and perspective. Each student will complete a collection of original artwork that tells the story of their artistic journey. This class is designed for those students who enjoy art and want to tighten up their technique for further high school and college art education classes.

3-D ART

7th, 8th Grade – Offered at Conrad Ball

3-D Art courses give students the opportunity to take their art ability to the next level. This class offers a wide range of technique, skill, and the use of several mediums. We create cast arms, masks, clay sculptures, gargoyles, and other three dimensional works. We will look at different artists and study the techniques they mastered. The class will support each other by providing critical feedback and reflect on their growth after each unique technique is tried. This class is designed for those students who enjoy art and want to strengthen their technique for high school and college art education classes.

CAREER & TECHNOLOGY



FACS 1, 2, 3

6th Grade – Offered at Bill Reed, Conrad Ball and Turner

7th, 8th Grade – Offered at Bill Reed, Conrad Ball, Turner and Walt Clark

Family and Consumer Science—Comprehensive courses are inclusive studies of knowledge and skills that are useful for the efficient and productive management of the home. Course include foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions and personal financial management; and interpersonal relationships.

topics typically

FOUNDATIONS OF DESIGN

7th, 8th Grade – LEMS

This semester class teaches students to use the IB Design Cycle to become problem solvers and skillful creators of visual communication and product design. Students will apply these skills while making connections to architecture and interior design, fashion design, graphic design animation and more. Students will learn in a lab setting No prior experience is necessary.

TED – TECHNOLOGY, ENGINEERING & DESIGN **1, 2, 3**

6th, 7th, 8th Grade – BRMS, CBMS, TMS, WCMS

7th, 8th Grade – LEMS

Tech Engineering and Design (TED): This semester course aims to provide students an opportunity to become inquires, thinkers and open-minded, skillful problem solvers through the use of the IB Design Cycle in completing STEM based projects. TED seeks to engage learners and provide real-world learning opportunities to expose them to possible careers paths involving Science, Technology, Engineering, and Math.

FACS AND TED

6th Grade - WCMS

This course exposes students to Family and Consumer Science and Technology, Engineering & Design. By blending both classes, students will be exposed to the foundations of both content areas: nutritional health and hospitality as well as pre-engineering. Each class is offered for a quarter instead of the full semester to allow students the time to really know what each class entails.

GREENHOUSE MANAGEMENT

6th, 7th, 8th Grade - WCMS

This course is designed to engage middle school students in managing a greenhouse operation. Students in this class will learn to produce various landscaping and edible plants. An understanding of crop selection, growing systems, and business factors will be explored. As our population focuses on healthy, sustainable living, the importance of quality food production and effective landscaping increases in importance. Today's agriculture students are preparing to meet the needs of a changing world.

COMPUTER LITERACY



Publishing

6th Grade

***Not offered at CBMS*

This course aims to provide the means and the context to help students become inquirers, thinkers and open-minded skillful problem solvers through the lens of human ingenuity and the design cycle using information and systems technology. This class will give students an opportunity to review and practice keyboarding skills and learn how to use the internet more effectively while learning various desktop publishing programs to produce creative and innovative projects.

Multi-Media I

7th Grade – Not offered at Bill Reed

This course aims to provide the means and the context to help students become inquirers, thinkers and open-minded skillful problem solvers. Students will be challenged throughout the semester to solve real world problems. This class will give students the opportunity to explore the many dimensions of desktop publishing productions. Students will: learn graphic design elements, photo-editing basics, storyboarding, internet safety, computer literacy, visual literacy, digital story-telling and introduction to coding.

Multi Media II

8th Grade – Not Offered at Bill Reed

This long course aims to provide the means and the context to help students become inquirers, thinkers and open-minded skillful problem solvers. Students will be challenged throughout the semester to solve real world problems. This class will give students the opportunity to explore the many dimensions of multimedia productions. Students will: learn graphic design elements, photo-editing basics, produce a short documentary, develop their musical talents through the production of a musical composition, and strengthen their information literacy skills through research, along with an introduction to coding.

ELECTIVE



Drama 1

6th Grade – Bill Reed

This is an introductory course to introduce students to the dramatic arts. Students will participate and engage in a variety of theatrical games and exercises in order to enhance their performance skills as well as focus on stage directions, non-verbal communication (pantomime), and working in groups to create original stories on stage.

Drama 2

7th Grade – Bill Reed

This class builds on prior dramatic skills and will focus on characterization, plot, and setting in a variety of improvised and scripted scenes, as well as participate in theatrical games and exercises to further develop theatrical skills on stage. Students will work on memorizing lines, blocking and arranging of theatrical scenes, and explore the behind the scenes elements of technical theatre.

Drama 3

8th Grade – Bill Reed

Students in this class will work on larger theatrical productions through a variety of ways such as puppetry, devised theatre, scene work, improvisational games, and prepare for auditions. Students will develop original characters and stories, work on memorization and public speaking, and explore behind the scenes aspects through technical theatre.

ELECTIVE



Yearbook

7th, 8th Grade - CBMS Only

Yearbook takes a journalistic and 21st century approach to learning, while maintaining a strong focus on language arts and design elements. Students are provided opportunities to develop leadership and collaborative skills through the processes of photography, interviewing, and laying out pages. During the year, members of the class will explore the legal responsibilities of digital citizens, improve written expression, and accomplish tasks outside of traditional classroom hours. This class is designed for self-motivated and creative students, who are not afraid to take risks.

LANGUAGE ARTS



LANGUAGE ARTS 1

6th Grade

The Language Arts 1 course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and includes the four aspects of language use: reading, writing, speaking, and listening. Students will be exposed to complex text and literature that challenges them at and beyond their grade level. These courses may emphasize the use of language for different effects, in different contexts, and for different purposes.

LANGUAGE ARTS 2

7th Grade

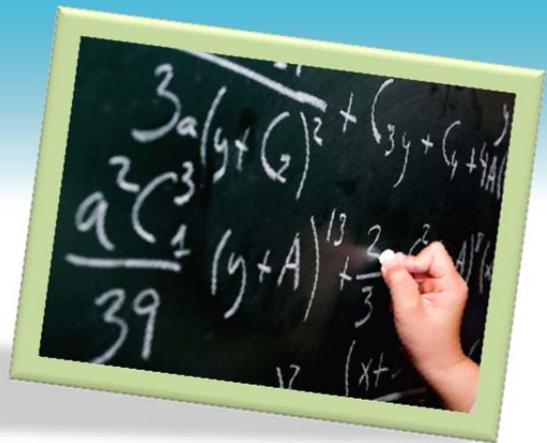
The Language Arts 2 course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and includes the four aspects of language use: reading, writing, speaking, and listening. Students will be exposed to complex text and literature that challenges them at and beyond their grade level. Beyond emphasizing different uses for language, these courses may also include using language (particularly written text) to construct meaning and connections.

LANGUAGE ARTS 3

8th Grade

The Language Arts 3 course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and includes the four aspects of language use: reading, writing, speaking, and listening. Students will be exposed to complex text and literature that challenges them at and beyond their grade level. Typically, these courses use various genres of literature to improve reading skills, and they link writing exercises for different purposes to those reading selections.

MATHEMATICS



MATH 1

6th Grade

Math 1 courses emphasize a balanced combination of procedure and conceptual understanding focusing in four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. This critical content will be engaged by use of the eight national mathematical practice standards to facilitate students' ability to transfer and apply their mathematical knowledge to new and known routine situations.

MATH 2

7th Grade

Math 2 courses emphasize a balanced combination of procedure and conceptual understanding focusing in four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. This critical content will be engaged by use of the eight national mathematical practice standards to facilitate students' ability to transfer and apply their mathematical knowledge to new and none routine situations.

MATH 3

8th Grade

Math 3 courses emphasize a balanced combination of procedure and conceptual understanding focusing in three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. This critical content will be engaged by use of the eight national mathematical practice standards to facilitate students' ability to transfer and apply their mathematical knowledge to new and none routine situations.

MATH 1.5

6th Grade

Math 1.5 courses are part of a telescoped pathway. The students will cover all of the standards and content of Math 1 and half of the standards and content of Math 2

MATH 2.5

7th Grade

Math 2.5 courses are part of a telescoped pathway. The students will cover the second half of the standards and content of Math 2 and all of the standards and content of Math 3.

ALGEBRA I – add note about high school credit

8th Grade

Algebra I courses emphasize a balanced combination of procedure and conceptual understanding focusing four critical areas: 1)using functions to model situations where one quantity determines another and can be represented algebraically, graphically, and using tables 2)modeling and solving quantitative relationships in the real world using functions 3) representing expressions in multiple, equivalent forms 4)developing solutions to equations, inequalities and systems of equations using a variety of tools. This critical content will be engaged by use of the eight national mathematical practice standards to facilitate students' ability to transfer and apply their mathematical knowledge to new and none routine situations.

MUSIC



BAND 1, 2, 3

6th, 7th, 8th Grade

General Band courses develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of non-specified band literature styles (concert, marching, orchestral, and modern styles).

ORCHESTRA 1, 2, 3

6th, 7th, 8th Grade

Orchestra courses are designed to develop students' abilities to play brass, woodwind, percussion, and string instruments, covering a variety of string and orchestral.

CHOIR/CHORUS 1, 2, 3

6th, 7th, 8th Grade

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts.



PHYSICAL EDUCATION & HEALTH



PHYSICAL EDUCATION/HEALTH 1,

2, 3

6th, 7th, 8th Grade

Physical Education courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included.

LIFETIME SPORTS

CBMS - 6th, 7th, 8th Grade

TMS - 8th Grade

This Lifetime Sports class was designed for those students who want to take PE all year. The class focus is to be active for the full period. Team sports are an integral part of this special course. We also go in depth with what each position does in a specific sport.

SCIENCE



SCIENCE 1

6th Grade

This course builds a strong foundation that integrates all three domains Earth, Life, and Physical. The performance expectations may include cells, molecules, cycling of matter, energy transfer, Earth processes, and human impact. Students will also engage in science and engineering practices throughout the course.

SCIENCE 2

7th Grade

The Science 2 course builds upon students' prior knowledge across all three domains Earth, Life, and Physical. Students will transfer and apply prior knowledge to more complex concepts. The performance expectations are organized so that student understanding of concepts is built progressively throughout the course. These may include molecules, interactions within the body, genetics, ecology, energy, and human impact. Students will also engage in science and engineering practices throughout the course.

SCIENCE 3

8th Grade

The Science 3 course builds upon students' prior knowledge across all three domains Earth, Life, and Physical. Students will transfer and apply prior knowledge to more complex and unique situations. The performance expectations are organized so that student understanding of concepts is built progressively throughout the course. These may include energy, waves, solar system forces, weather, chemistry, and human impact. Students will also engage in science and engineering practices throughout the course.

SOCIAL STUDIES



SOCIAL STUDIES 1

6th Grade

Social Studies 1 provides a greater understanding of social studies inquiry, including history, geography, civics and government, and economics within the study of the Western Hemisphere. This course focuses on the history, culture, and government of various specific world societies in North, Central, and South America. Students develop skills used in the social studies disciplines. Specific content aligns with state standards for grade 6.

SOCIAL STUDIES 2

7th Grade

Social Studies 2 provides continued development of understanding and skills in the social studies including history, geography, civics and government, and economics within the study of the Eastern Hemisphere. This course focuses on the history, culture, and government of various specific world societies in Europe, Africa, and Asia. Students develop skills used in the social studies disciplines. Specific content aligns with state standards for grade 7.

SOCIAL STUDIES 3

8th Grade

Social Studies 3 provides continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. This course covers the time periods from the birth of the United States of America through Reconstruction after the Civil War. Specific content aligns with state standards for grade 8.

WORLD LANGUAGES

INTRO TO WORLD LANGUAGES

Spanish & French

6th Grade

Intro to World Languages is a one-semester course that offers students an opportunity to begin to acquire and explore both French and Spanish before choosing one language for further study in Grade 7. Upon completion of Introduction to World Languages, students can take French 1A, Spanish 1A at middle school. Students will perform interpersonal, interpretive and presentational communicative speaking, reading, writing and listening tasks at the novice-low proficiency level on the ACTFL Proficiency scale and the Colorado World Language Academic Standards by:



Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes by

- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

Interact with cultural competence and understanding by

- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by

- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating information and diverse perspectives that is available through the language and its cultures.

Develop insight into the nature of language and culture in order to interact with cultural competence by

- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Using the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

WORLD LANGUAGES

FRENCH and SPANISH 1A

7th Grade



French Level 1A or Spanish Level 1A is a one-year course that offers students an opportunity to acquire and explore either French or Spanish. Upon successful completion of Level 1A, students can take French 1B or Spanish 1B at middle school. Students will perform interpersonal, interpretive and presentational communicative speaking, reading, writing and listening tasks at the novice-mid proficiency level on the ACTFL Proficiency scale and the Colorado World Language Academic Standards by:

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes by

- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

Interact with cultural competence and understanding by

- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by

- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating information and diverse perspectives that is available through the language and its cultures.

Develop insight into the nature of language and culture in order to interact with cultural competence by

- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Using the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Upon completion of French 1A or Spanish 1A, students will take either French 1B or Spanish 1B in Grade 8.

WORLD LANGUAGES

FRENCH and SPANISH 1B

8th Grade



French Level 1B or Spanish Level 1B is a one-year course that offers students an opportunity to acquire and explore either French or Spanish. Upon successful completion of French 1B or Spanish 1B, students are eligible to take either French II or Spanish II in ninth grade at the high school. Students may also decide to take German I. German I is available at Thompson Valley High School or Loveland High School. Students will perform interpersonal, interpretive and presentational communicative speaking, reading, writing and listening tasks at the novice-mid proficiency level on the ACTFL Proficiency scale and the Colorado World Language Academic Standards by:

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes by

- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

Interact with cultural competence and understanding by

- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by

- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating information and diverse perspectives that are available through the language and its cultures.

Develop insight into the nature of language and culture in order to interact with cultural competence by

- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Using the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Upon successful completion of French 1B or Spanish 1B, students are eligible to take either French II or Spanish II in ninth grade at the high school. Students may also decide to take German I. German I is available at Thompson Valley High School or Loveland High School.

WORLD LANGUAGES

SPANISH 1A HONORS

7th Grade - Lucile Erwin Only



Spanish Level 1A Honors is a one-year accelerated course that offers students an opportunity to acquire and explore Spanish. Upon successful completion of Spanish 1A Honors, students are eligible to take either French B Honors or Spanish 1B in 8th grade in middle school. Students will perform interpersonal, interpretive and presentational communicative speaking, reading, writing and listening tasks at the novice-mid proficiency level on the ACTFL Proficiency scale and the Colorado World Language Academic Standards by:

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes by

- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

Interact with cultural competence and understanding by

- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by

- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating information and diverse perspectives that is available through the language and its cultures.

Develop insight into the nature of language and culture in order to interact with cultural competence by

- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Using the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Upon successful completion of Spanish 1A Honors students are eligible to take Spanish 1B Honors in 8th grade at the middle school.

WORLD LANGUAGES

SPANISH 1B HONORS

8th Grade - Lucile Erwin Only



Spanish Level 1B Honors is a one-year accelerated course that offers students an opportunity to acquire and explore either French or Spanish. Upon successful completion of or Spanish 1B Honors, students are eligible to take either French III or Spanish III in 9th grade in high school. Students will perform interpersonal, interpretive and presentational communicative speaking, reading, writing and listening tasks at the novice-high proficiency level on the ACTFL Proficiency scale and the Colorado World Language Academic Standards by:

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes by

- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

Interact with cultural competence and understanding by

- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by

- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating information and diverse perspectives that is available through the language and its cultures.

Develop insight into the nature of language and culture in order to interact with cultural competence by

- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Using the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Upon successful completion of Spanish 1B Honors, students are eligible to take Spanish III in 9th grade at the high school. German I is also available at either Loveland High School or Thompson Valley High School.

WORLD LANGUAGES

FRENCH 1A HONORS

7th Grade - Lucile Erwin Only



French Level 1A Honors is a one-year accelerated course that offers students an opportunity to acquire and explore French. Upon successful completion of French 1A Honors, students are eligible to take either French 1B Honors 8th grade in middle school. Students will perform interpersonal, interpretive and presentational communicative speaking, reading, writing and listening tasks at the novice-mid proficiency level on the ACTFL Proficiency scale and the Colorado World Language Academic Standards by:

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes by

- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

Interact with cultural competence and understanding by

- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by

- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating
- Information and diverse perspectives that is available through the language and its cultures.

Develop insight into the nature of language and culture in order to interact with cultural competence by

- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Using the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Upon successful completion of French 1A Honors students are eligible to take French 1B Honors in 8th grade at the middle school.

WORLD LANGUAGES

FRENCH 1A HONORS

7th Grade - Lucile Erwin Only



French Level 1A Honors is a one-year accelerated course that offers students an opportunity to acquire and explore French. Upon successful completion of French 1A Honors, students are eligible to take either French 1B Honors 8th grade in middle school. Students will perform interpersonal, interpretive and presentational communicative speaking, reading, writing and listening tasks at the novice-mid proficiency level on the ACTFL Proficiency scale and the Colorado World Language Academic Standards by:

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes by

- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

Interact with cultural competence and understanding by

- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by

- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating
- Information and diverse perspectives that is available through the language and its cultures.

Develop insight into the nature of language and culture in order to interact with cultural competence by

- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Using the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Upon successful completion of French 1A Honors students are eligible to take French 1B Honors in 8th grade at the middle school.

WORLD LANGUAGES

FRENCH 1A HONORS

7th Grade - Lucile Erwin Only



French Level 1A Honors is a one-year accelerated course that offers students an opportunity to acquire and explore French. Upon successful completion of French 1A Honors, students are eligible to take either French 1B Honors 8th grade in middle school. Students will perform interpersonal, interpretive and presentational communicative speaking, reading, writing and listening tasks at the novice-mid proficiency level on the ACTFL Proficiency scale and the Colorado World Language Academic Standards by:

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes by

- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

Interact with cultural competence and understanding by

- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by

- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating
- Information and diverse perspectives that is available through the language and its cultures.

Develop insight into the nature of language and culture in order to interact with cultural competence by

- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Using the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Upon successful completion of French 1A Honors students are eligible to take French 1B Honors in 8th grade at the middle school.

WORLD LANGUAGES

FRENCH 1B HONORS

8th Grade - Lucile Erwin Only



French Level 1B Honors is a one-year accelerated course that offers students an opportunity to acquire and explore French. Students will perform interpersonal, interpretive and presentational communicative speaking, reading, writing and listening tasks at the novice-mid proficiency level on the ACTFL Proficiency scale and the Colorado World Language Academic Standards by:

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes by

- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

Interact with cultural competence and understanding by

- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by

- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating
- Information and diverse perspectives that is available through the language and its cultures.

Develop insight into the nature of language and culture in order to interact with cultural competence by

- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Using the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Upon successful completion of French 1B Honors, students are eligible to take French III or French III Honors at the high school.