

Middle School HANDBOOK



2015-2016

Contact Us!

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Subject Matter Cover Sheet

6th Grade

- Language Arts (English – Reading & Writing)
- Social Studies
- Science
- Spanish
- Physical Education

7th Grade

- Language Arts (English – Reading & Writing)
- Social Studies
- Science
- Spanish
- Physical Education

8th Grade

- Language Arts (English – Reading & Writing)
- Social Studies
- Science
- Spanish
- Physical Education

Middle School Common

- Math
- Art I & II
- Music I & II
- Technology I & II
- Character Education

Middle School Overview, Electives and Activities

- Core Knowledge
- Annual Testing
- Drama
- Photography and Design
- Student Council
- Spanish Trip
- National Junior Honor Society
- Jam League
- Debate

A more detailed description of the state standards and Core Knowledge Curriculum is available. Contact the school office to review these documents.

Subject Matter **6th Grade Specific**

Language Arts (English)

Language Arts are taught in separate Reading and Writing classes

CONTENT

Writing, Grammar, and Usage: writing and research, speaking and listening, spelling, vocabulary
Poetry: Poems and terminology
Fiction and Drama: stories, plays, classical mythology (Greek, Roman, and Norse myths and legends); literary terms
Sayings and Phrases

TEXTBOOKS

Realms of Gold Vol. 1, Collections for Young Scholars, *The Iliad*, *The Odyssey*, *Julius Caesar*, *The Prince and the Pauper*, Write Source, The Six Traits of Writing

CLASS PROCEDURE

Reading: Students practice reading aloud and silently, and discuss a variety of fiction and non-fiction stories, novels and poems. Students' understanding is assessed through written tests and worksheets. Spelling lists and tests are given every week. Homework is usually vocabulary (from vocabulary workbook), and/or independent reading.

Writing: Class begins with 10 minutes of journal writing. Class is conducted using lecture, student reading, both out loud and to themselves, board exercises, textbooks and workbooks. Grades are determined using various methods: student's writings, worksheets, tests, journals, speeches and time usage/ behavior.

Social Studies (History, Geography, Economics, Civics)

CONTENT

World Geography: spatial sense, Great Deserts of the World
Lasting Ideas from Ancient Civilizations: Judaism and Christianity; Ancient Greece; Ancient Rome
The Enlightenment
The French Revolution
Romanticism
Industrialism, Capitalism, and Socialism: The Industrial Revolution, Capitalism, Socialism
Latin American Independence Movements: history and geography of Latin America
American Immigration, Industrialization, and Urbanization

TEXTBOOKS

History and Geography edited by E.D. Hirsch

CLASS PROCEDURE

Students are expected to read aloud and discuss with teacher. Projects are rotated with unit tests. All vocabulary is expected to be learned by the end of the unit. Projects are given at the beginning of the unit, unless otherwise notified. Homework is given on a regular basis and may consist of worksheets, essays, etc.

Science

CONTENT

Plate Tectonics; Oceans; Astronomy: Gravity, Stars, and Galaxies; Energy, Heat, and Energy Transfer;
The Human Body: Lymphatic and Immune Systems; Science Biographies

TEXTBOOKS

Science Explorer Series, Prentice Hall

CLASS PROCEDURE

Class lecture/discussion, worksheet reviews and handouts, laboratory experiments and videos cover material. There are occasional long-term projects and some extra credit given at times. Evaluative methods include lab write-ups, tests, and quizzes following each chapter. Science Fair participation is required.

Spanish

CONTENT

Spanish 1 & 2 themes are Friendship, School, Sports and Leisure Activities, Food, Family and Clothing. Vocabulary, grammar, conversation, reading, writing, and culture are covered.

TEXTBOOKS

Paso a Paso A

CLASS PROCEDURE

Each chapter covers a vocabulary, grammar, conversation, reading, writing, and a cultural section. During the chapter students have the opportunity to use in a conversation the vocabulary that they just learned. To make the process of learning more effective we include video, audio activities and other games that students enjoy. Students are evaluated through homework and quizzes in every chapter. Each chapter ends with a final written report and a final test.

Art

CONTENT

Core Knowledge for Middle School is entirely Art History based. Historical Periods are aligned to other classes, such as Social Studies and Literature. Art History Periods and Schools: Classical Art, Ancient Greece and Rome; Gothic Art; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realism, Impressionism, Post-Impressionism

TEXTBOOKS

None

CLASS PROCEDURE

Students view slides, prints, and videos and apply what they have discussed through art projects and written essays. Projects are usually related to the artistic periods they have studied. Projects incorporate state standards.

6th Grade Technology

CONTENT

6th Grade Technology covers contents on how computers work at the most basic level from machine code to how operating systems and software works. Historical use and development as well as impact of modern technology are covered. Students are also tasked with learning how to use spreadsheets for calculations and tables as well as other enterprise type applications that create presentations, forms, and documents. All communication and assignments are completed through as class website and email communication.

TEXTBOOKS

None

CLASS PROCEDURE

Students will work at the pace set by the teacher. Each assignment has an activity or response that coincides with the lesson. Students are responsible for maintaining pace in class and for submitting their coursework on time.

7th Grade Specific

Language Arts (English)

English is taught in separate Reading and Writing Classes

CONTENT

Writing, Grammar, and Usage: writing and research, speaking and listening, spelling, vocabulary
Poetry: Poems and terminology
Fiction and Drama: stories, plays, classical mythology (Greek, Roman, and Norse myths and legends); literary terms
Sayings and Phrases

TEXTBOOKS

Realms of Gold Vol. 2, *The Call of the Wild*, *Cyrano de Bergerac*, *Dr. Jekyll and Mr. Hyde*, *Diary of a Young Girl (Anne Frank)*, Write Source, The Six Traits of Writing.

CLASS PROCEDURE

Reading: The literature to be studied is read independently and in class. Vocabulary is included in every unit and in a vocabulary workbook. Spelling lists and tests are given every week. Students' understanding is assessed through written tests, worksheets, chapter and essay questions. Homework consists of vocabulary, worksheets and independent reading.

Writing: Class begins with 10 minutes of journal writing. Class is conducted using lecture, student reading, both out loud and to themselves, board exercises, textbooks and workbooks. Grades are determined using various methods: student's writings, worksheets, tests, journals, speeches and time usage/ behavior.

Social Studies

CONTENT

America Becomes a World Power
World War I: "The Great War," 1914-1918; History; Geography of Western and Central Europe
The Russian Revolution; History; Geography
America from the Twenties to the New Deal; The Great Depression; Roosevelt and the New Deal
World War II; The Rise of Totalitarianism in Europe; World War II in Europe and at Home, 1939-1945;
World War II in the Pacific, and the End of the War
Geography of the United States

TEXTBOOKS

World History, The American Journey, Our World Today (all Glencoe). Additional reading may be assigned in order to enhance the unit.

CLASS PROCEDURE

Lecture and note taking is expected on a daily basis. Homework takes various forms including, but not limited to, chapter questions, worksheets, essays, etc. Large projects are given at the beginning of the unit, whereas smaller projects are given throughout the unit.

Science

CONTENT

Atomic Structure; Chemical Bonds and Reactions; Cell Division and Genetics; History of the Earth and Life Forms; Evolution; Science Biographies

TEXTBOOKS

Science Explorer Series, Prentice Hall

CLASS PROCEDURE

Class lecture/discussion, worksheet reviews and handouts, laboratory experiments and videos cover material. There are occasional long-term projects and some extra credit given at times. Evaluative methods include lab write-ups, tests, and quizzes following each chapter. Science Fair participation is required.

Spanish

CONTENT

Spanish 1 & 2 themes are Leisure and Vacation Time, Home, Health, Community, Movies and TV Shows, Restaurants and The Environment. Vocabulary, grammar, conversation, reading, writing, and culture are covered.

TEXTBOOKS

Paso a Paso B

CLASS PROCEDURE

Each chapter covers a vocabulary, grammar, conversation, reading, writing, and a cultural section. During the chapter students have the opportunity to use in a conversation the vocabulary that they just learned. To make the process of learning more effective we include video, audio activities and other games that students enjoy. Students are evaluated through homework and quizzes in every chapter. Each chapter ends with a final written report and a final test.

Music

CONTENT

Elements of Music: recognize frequently used Italian terms, recognize themes and variations, identify types of chords, recognize introduction, interlude and coda, and understand selected musical notation.

Music vocabulary, appreciation and history from the following periods: Baroque, Classical, and Romantic.

TEXTBOOKS

None

CLASS PROCEDURE

Learning content is divided into three areas: music theory, music history, and music listening. Students learn through lecture, conversation, listening to music from different eras, projects, and testing. The music curriculum combines Core Knowledge and the state standards.

7th Grade Technology

CONTENT

Students will review basic function of the computer that they learned in Technology I. Students will engage in 3D design software where we will learn to model real world objects. We will also learn how to model physics in a 3D environment and create video from these physics simulations. The second quarter of the class we learn how to use non-linear video editing software to create Youtube videos that cover a wide range of topics. All communication and assignments are completed thorough as class website and email communication.

TEXTBOOKS

None

CLASS PROCEDURE

Students will work at the pace set by the teacher. Each assignment has an activity or response that coincides with the lesson. Students are responsible for maintaining pace in class and for submitting their coursework on time.

8th Grade Specific

Language Arts (English)

English is taught in separate Reading and Writing Classes

CONTENT

Vocabulary
Poetry: Poems and Elements of Poetry
Fiction, Nonfiction, and Drama: Short Stories; Novels; Elements of Fiction; Essays and Speeches;
Autobiography; Drama; Literary Terms
Foreign Phrases Commonly Used in English (French)

TEXTBOOKS

Realms of Gold Vol. 3, *The Good Earth*, *Animal Farm*, *Twelfth Night*, Write Source, The Six Traits of Writing

CLASS PROCEDURE

Reading: Students read and discuss in class a variety of literature. Spelling lists and tests are given each week. Novels are read independently and in class. Students analyze elements of fiction through discussion and written answers to comprehension questions. Vocabulary is included in every unit as well using a vocabulary workbook. Students show their understanding through written tests, worksheets and essays. Homework consists of vocabulary, worksheets and independent reading.

Writing: Class begins with 10 minutes of journal writing. Class is conducted using lecture, student reading, both out loud and to themselves, board exercises, textbooks and workbooks. Grades are determined using various methods: student's writings, worksheets, tests, journals, speeches and time usage/ behavior.

Social Studies

CONTENT

The Decline of European Colonialism; Breakup of the British Empire;
Creation of the People's Republic of China
The Cold War; Origins of the Cold War; The Korean War; America in the Cold War
The Civil Rights Movement
The Vietnam War
Social and Environmental Activism
The Middle East and Oil Politics: History; Geography of the Middle East
The End of the Cold War: The Expansion of Democracy and Continuing Challenges; The American Policy of Détente; Breakup of the USSR; China under Communism; Contemporary Europe; The End of Apartheid in South Africa
Civics – The Constitution; Principles and Structure of American Democracy
Geography of Canada and Mexico

TEXTBOOKS

World History, The American Journey, Our World Today (all Glencoe). Additional reading may be assigned in order to enhance the unit.

CLASS PROCEDURE

Students also enter into debates and discussions during second semester. Higher order thinking is emphasized in 8th grade. Homework takes various forms including, but not limited to, chapter questions, worksheets, essays, etc. Large projects are given at the beginning of the unit, whereas smaller projects are given throughout the unit.

Science

CONTENT

Physics; Electricity and Magnetism; Electromagnetic Radiation and Light; Sound Waves; Chemistry of Food and Respiration; Science Biographies

TEXTBOOKS

Science Explorer Series, Prentice Hall

CLASS PROCEDURE

Class lecture/discussion, worksheet reviews and handouts, laboratory experiments and videos cover material. There are occasional long-term projects and some extra credit given at times. Evaluative methods include lab write-ups, tests, and quizzes following each chapter. Science Fair participation is required.

Spanish

CONTENT

Spanish 5 & 6 themes are School, Daily Routine, Clothing, Leisure-Time Activities, Childhood, Special Occasions, Luxuries and Necessities, Shopping, Accidents and Illness, Movies and Television, The Future, Travel, Meals and the Outdoors.

Vocabulary, grammar, conversation, reading, writing, and culture are covered.

TEXTBOOKS

Paso a Paso 2

CLASS PROCEDURE

Each chapter covers a vocabulary, grammar, conversation, reading, writing, and a cultural section. During the chapter students have the opportunity to use in a conversation the vocabulary that they just learned. To make the process of learning more effective we include video, audio activities and other games that students enjoy. Students are evaluated through homework and quizzes in every chapter. Each chapter ends with a final written report and a final test.

Students completing the 8th grade curriculum following criteria set at the beginning of the year have the opportunity to take a week-long trip to a US city with Spanish culture. This trip is taken after the end of the school year. Students raise the money for the trip throughout the year.

CONTENT

Core Knowledge for Middle School is entirely Art History based. Historical Periods are aligned to other classes, such as Social Studies and Literature. Art History Periods and Schools: Expressionism, Abstraction, Photography, Post-Industrial Revolution Architecture, and 20th Century Sculpture and Painting.

TEXTBOOKS

none

CLASS PROCEDURE

We view slides, prints, and videos and apply what we have discussed through art projects and written essays. Projects are usually related to the artistic periods we have studied. Projects incorporate state standards.

Music

CONTENT

Elements of Music: recognize frequently used Italian terms, recognize themes and variations, identify types of chords, recognize introduction, interlude and coda, and understand selected musical notation.

Music vocabulary, appreciation and history from the following periods: American Musical Traditions, Nationalists, and Modernistic.

TEXTBOOKS

none

CLASS PROCEDURE

Learning content is divided into three areas: music theory, music history, and music listening. Students learn through lecture, conversation, listening to music from different eras, projects, and testing. The music curriculum combines Core Knowledge and the state standards.

MS Common Items

6th -8th Grade Leveled Math

ABOUT GO MATH!

We live in a mathematical world. Never before has the workplace demanded such complex levels of mathematical thinking and problem solving (National Council of Teachers of Mathematics, 2009). Clearly, those who understand and can do mathematics will have opportunities that others do not—and building students’ early foundational skills is essential. An analysis of the results of the Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA) led researchers to conclude that “countries that want to improve their mathematics performance should start by building a strong mathematics foundation in the early grades” (American Institutes for Research, 2005, p. v).

The Common Core State Standards at the middle grade levels were written to provide such a foundation for students. The standards describe the content and skills needed for students to “build the foundation to successfully apply more demanding math concepts and procedures, and move into applications” (Common Core State Standards Initiative, 2011).

The Common Core State Standards (CCSS) were systematically developed to:

- Be research-based;
- Focus on the critical skills at each grade level;
- Encourage conceptual mastery of key ideas;
- Develop students’ mathematical understanding and procedural skills;
- Prepare students for the demands of the future—in school and work.

The standards detail the knowledge—content and processes—students need at each grade level, but the standards do not describe the instructional approaches needed to meet the standards. Thus, an effective instructional program is needed to bridge between the expectations set out by the standards and the desired student learning and achievement. This alignment between standards, curriculum, instruction, and assessments is critical. Researchers looking at effective educational practices identified nine characteristics of high-performing schools, and reported that several of these relate to standards and standards alignment. High-performing schools have a clear, shared focus; high standards and expectations for all students; and curriculum, instruction, and assessments aligned to the standards (Shannon & Bylsma, 2003).

Houghton Mifflin Harcourt’s GO Math! was developed with the Common Core State Standards for Mathematics as a foundation, and uses research-tested approaches to address the rigors of the Common Core. Throughout **GO Math!** alignment with the Common Core is made explicit. At every grade level, the program is organized around the Critical Areas identified in the Common Core. A special color-coded system in the student and **Teacher Editions** make each Critical Area easy to locate and use. The Mathematical Practices are completely imbedded in the lessons. Teachers who use **GO Math!** can be assured of meeting the expectations of the Common Core.

Beyond this alignment with the content and practices of the Common Core, **GO Math!** represents a comprehensive system of mathematics instruction that includes multiple instructional approaches, diagnostic and formative assessments linked to differentiated instructional resources and tiered interventions, and technology solutions designed to support and motivate students.

Algebra

CONTENT

Using algebra to work with data; equations and functions; graphing linear equations; solving equations and inequalities; connecting algebra and geometry; working with radicals; systems of equations and inequalities; quadratic functions; exponential functions; polynomial functions; rational functions; and discrete mathematics.

TEXTBOOKS

Algebra 1: Explorations and Applications (pub: McDougall Littell)

CLASS PROCEDURE

Teaching is done through interactive lecture. There are in-class explorations and out of class projects to vary instructions. The textbook is divided into unit chapters. Each chapter is divided into sections. Usually, one section is covered a day. There are 2 to three quizzes in the middle and a chapter test at the end of each chapter. Chapters take between three and five weeks to complete. A comprehensive final is given at the end of the year.

Geometry

CONTENT

Patterns, lines and planes; triangles and polygons; reasoning in geometry; coordinates in geometry; parallel lines; conjectures about triangles; quadrilaterals, area and volumes; using transformations; similar polygons; applying right triangles; circles and spheres; and coordinates for transformations.

TEXTBOOKS

Geometry: Explorations and Applications (pub: McDougall Littell)

CLASS PROCEDURE

Teaching is done through interactive lecture. There are in-class explorations and out of class projects to vary instructions. The textbook is divided into unit chapters. Each chapter is divided into sections. Usually, one section is covered a day. There are 2 to three quizzes during a chapter and a test at the end. Chapters take between three and five weeks to complete. A comprehensive final is given at the end of the year.

Character Education

CONTENT

Students discuss the character traits of trustworthiness, responsibility, citizenship, fairness, respect and caring. Study skills include a discussion of time management and test taking skills. Health topics include social communication skills and conflict management; effective decisions-making skills; stress; emotional health; taking care of body systems; diseases of those systems and strategies for prevention; personal hygiene; effects of substance abuse; substance resistance; STD/AIDS awareness.

TEXTBOOKS

None

CLASS PROCEDURE

Character Education is mostly an interactive class. We do activities and writing assignments to study character, health and study skills. We do several big projects a year including a poster on character and a personalized fitness and nutrition plan.

Accelerated Reader

CONTENT

Accelerated Reader is a program designed to afford students time to practice silent reading, combined with incentives and rewards for reading books and showing understanding of the content. Students at Crown Pointe are required to read independently at home for 15 minutes per day. In middle school, one 25-minute period per day is scheduled for A.R. reading. Books are available from the school library and from any public library. Parents should help their children select books of appropriate subject matter that are interesting to them, and that they enjoy reading; the focus is to encourage reading for pleasure, to build positive reading habits, and to improve reading ability in a relaxed atmosphere. Students are expected to read and test on at least one book during the quarter. The average test score from AR tests taken in the quarter will count as a test grade for the quarter. Students who have a failing grade on AR may be put in RtI (Reading II) for help with reading and comprehension strategies.

TEXTBOOKS

Library Books

CLASS PROCEDURE

A student selects a book from a comprehensive reading list, either by themselves or with recommendations from the librarian, teacher and/or parent. After reading the book, the student takes a simple, computerized quiz containing objective questions on incidents from the book. Based on the length and difficulty of the book and how many questions the student answers correctly on the quiz, the computer awards points, which can then be used to earn class rewards, non-uniform days, or to purchase items at the A.R. Store. Point goals for each student are set by the A.R. Coordinator and given to students every 8 weeks. Students monitor their own progress toward their goal.

Students may check out two books at a time from the school library, and return at least one before checking out another. The school library is open from 8 a.m. to 3 p.m., and middle school students may visit during A.R. period, passing period, or during class with their teacher's permission.

The A.R. reading level range is determined by the STAR assessment. The range is based on the student's performance on the assessment and a card with the range is given to the student each semester after the

STAR assessment is taken. The library also has a copy of each student's level. The range is called the Zone of Proximal Development, or ZPD, and is the range that is neither too easy nor too hard for reading growth.

To make it possible for the A.R. teacher to monitor testing, the students take A.R. tests in the A.R. room during A.R. time only. Testing may not take place in the library or in other classrooms. Because there is not A.R. on Friday, students have the opportunity to go to the Literature teacher's room at the beginning of Fun Friday to test. When there is no A.R. class because of Character Education or Health, students will let their Literature teacher know at the beginning of class that they need to test, and the teacher will arrange for the test to be taken that day, if possible. If students are not given an opportunity to test in A.R., they are expected to talk with the Director or Assistant Director and explain the difficulty they are having so A.R. testing is available to all students. Tests taken outside of A.R. time or without consulting the Literature teacher will be scored as a "0" and averaged in with the A.R. score for the Literature grade for the quarter. To be sure students are given credit for the tests they have taken that follow the above stated guidelines, TOPS reports will be kept by the A.R. teacher to verify the test day and time. After testing, students will place the TOPS report in a binder kept in the classroom where they test. Any test recorded in the A.R. system without a corresponding TOPS report will be scored a "0" and will be averaged in with the A.R. score for the Literature grade. TOPS reports will be sent home quarterly in the Monday Folders. Each quarter, the average grade of each student's A.R. tests is counted as a test score and averaged as part of the Literature grade. Below are guidelines students must follow to receive credit for the books they read. If a student chooses to read and test outside of the guidelines, the score will be counted as a "0" and averaged with the A.R. grade.

7th & 8th Grades—

First book read and tested in the quarter:

Level within the ZPD reading range

5 points or higher

Additional book read and tested in the quarter:

If the student's Instructional Reading Level is on grade level or above:

Any level

2 points or higher

(non-fiction may be less than 2 points if in reading level)

If the student's Instructional Reading Level is below grade level (as indicated by a * on AR library card):

Level within ZPD reading range

2 points or higher

(non-fiction may be less than 2 points if in reading level)

6th Grade—

First book read and tested in the quarter:

Level within the ZPD reading range

4 points or higher

Additional book read and tested in the quarter:

If the student's Instructional Reading Level is on grade level or above:

Any level

2 points or higher

(non-fiction may be less than 2 points if in reading level)

*If the student's Instructional Reading Level is below grade level (as indicated by a * on AR library card):

Level within ZPD reading range

2 points or higher

(non-fiction may be less than 2 points if in reading level)

A.R. and MLA Citations:

Every student will be responsible for writing the MLA citation for the book they tested on at the bottom of the printed TOPS report placed into the binder in the A.R. teacher's classroom. Once a week, the Writing teacher will grade the accuracy of the citation and either a point will be given if the citation is completed correctly, or a point will be taken away if the citation is not completed or completed incorrectly. At the end of the quarter, the points will be averaged and count as a grade for writing class.

Physical Education

CONTENT

Fitness, Challenge, and Cooperative games to build team work team awareness, and to keep students constantly moving to increase heart rate and build muscular endurance.

Fitness Concepts: Aerobic Endurance- various activities and aerobic DVDs, Muscular Strength/Endurance- modified weight lifting and calisthenics, Flexibility- stretching and yoga poses. Personal fitness planning/research.

Athleticism Concepts: Agility, Power, Speed, Balance, Coordination, Reaction Time- all sport units.

Presidential Fitness Testing: push-ups, sit-ups, mile run, shuttle run, sit-and-reach.

All other units guided by the SPARK PE program.

Grade Level Specific Units

6th Grade: Floor Hockey, Pickle-Ball

7th Grade: Basketball

8th Grade: Dance Choreography

TEXTBOOK/MATERIALS

Black cotton shorts, plain gray t-shirt (ordered through the school). Tennis shoes (must be properly tied) are required. Cotton sweat pants are allowed. Lockers may be provided.

CLASS PROCEDURE

Students dress out, then begin an instant warm-up procedure followed by fitness focused exercises. Unit activities will include skill practice and then game play, or will be solely game play focused. Verbal-instruction and modeling for skills practice, game play interruption for strategy and new rules. Some games will be group oriented. Some classes may be held outside.

Overview, Electives, Activities

OVERVIEW

Core Knowledge Curriculum

Crown Pointe uses the Core Knowledge Curriculum as its foundation for teaching. Elementary and Middle Schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade. The Core Knowledge Sequence provides a clear outline of content to be learned grade by grade. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps that characterize many current curriculums. The Core Knowledge Curriculum was developed by ED Hirsch. For more information, please visit www.coreknowledge.org.

Annual Testing

The following assessments are given to students during the year to gauge achievement. Looking at different assessment provides a more complete picture of a student's ability and educational needs.

Galileo Benchmark Testing (August, November/December, February, May)

Partnership Assessment for Readiness for College and Careers (PARCC)—March

Colorado Measures of Academic Success (CMAS) —April

RtI (Responsiveness to Intervention)

Response to Intervention (RtI)

RtI is the procedure under No Child Left Behind, to provide interventions for students who are not working at grade level. If a student does not respond to the interventions, s/he may be recommended for special education. RtI intervention is a three-tiered process. The three tiers are Universal, Targeted, and Intensive. Universal interventions take place in the classroom. Students receive targeted interventions during Language Arts and Math RtI time. These classes occur in place of Accelerated Reader.

Universal:

Expectation is that 80% of the students in the classroom can perform at or above grade level, with little to no interventions.

Targeted:

Expectation is that 15% of the remaining students will require some type of outside intervention. Crown Pointe has graphed test results for each student and determined which students are consistently below grade level. We are currently providing small group instruction in struggling areas on top of the general education instruction to see if the “gap” closes. This intervention is provided during specials classes, so students are not taken out of core class instruction. We continually look at new data and graph new results to see if the intervention is making a difference; if so, we continue the intervention, if not, we increase the intervention (more time, more days, etc.).

Intensive:

If we determine that students are not making progress toward being on grade level, even with a variety of interventions in the targeted level, the student moves to the third tier. This tier provides students with intensive individual interventions. This is also the tier in which teachers can bring all data to the RtI team and ask that the student be considered for special education. Approximately 5% of the students in each class might need intensive interventions.

The RtI process allows students to receive appropriate interventions to help bring them up to grade level. Most students will be successful. However, we can assume that those students who continue to struggle, even with additional interventions, probably have a true learning disability and need special education services.

ELECTIVES

Drama

Instructor: Sandra Murphy and Hilary Emmett

The Drama elective provides students with instruction and practice regarding basic acting and drama principles including voice, movement, and character. Students will have the opportunity to both create and perform dramatic works of various lengths. Additionally, students will learn about technical aspects of theater including lighting, sound, set design, costumes and props. Our culminating activity will be an in-class performance of a short play or scene.

Foundations for Life

Instructor: Sandra Murphy and Hilary Emmett

Purpose: This class is designed to give students some basic skills through hands on experiences in order to help them become well-rounded and independent individuals.

Method: Students will participate in the following topics through a variety of activities including; hands on interaction, technology, and research as well as an opportunity for some creative expression.

Topics:

- Decision Making
- Banking and Investing
- Cooking
- Horticulture/Gardening

ACTIVITIES

Student Council

Student Council elections are held in the fall. Any student who has less than 20 behavior points and a 71% (C) or higher in all classes from the prior year is eligible to run for office. Student Council meetings are run by the President and follow Parliamentary procedures. Class meetings are run by Class Representatives. Student Council also occasionally has committee meetings, which are run by a chairperson who is in Student Council. Student Council Members have extra duties that vary according to the office held and/ or the event being held. These extra duties do not carry a grade, and members of the Student Council are expected to maintain 71% + in all classes and keep their behavior points below 20. Some assignments given in Student Council may count towards Fun Friday as they are important to the function of Student Council.

Spanish Trip

Students completing the 8th grade curriculum following criteria set at the beginning of the year have the opportunity to take a week-long trip to a US city with Spanish culture. This trip is taken after the end of the school year. Students raise the money for the trip throughout the year.

National Junior Honor Society

Students are eligible for National Junior Honor Society the end of their sixth grade year and throughout the rest of Middle School. To be eligible, students must have a 90% average and be selected by a faculty committee based on character and community service. Students must maintain a 90% average each semester to remain in NJHS. Monthly meetings focus on service to the school and community.

Choir

Choir is available for all upper elementary and middle school students. These activities are held before or after school.

Jam League

During the month of February we will be having a basketball “jam league”. This league is for Crown Pointe Academy middle school students only. The league will last for four week. Games will be played every Tuesday and Thursday during this period from 6:00 p.m. to 7:30 p.m. Students will be able to pick their own teams and team names. They may be all boys, all girls, or co-ed. A minimum of five players for each team will be needed. There is a minimal cost. This is a great opportunity to have some fun!

Debate

Middle School students have the opportunity to participate in the Crown Pointe Academy Debate Team. The team debates current event topics with other area charter schools.

Frequently Asked Questions

Q Are the Volunteer Hours that parents complete as a part of the parent contract the same as the Community Service hours the middle school students are expected to complete?

A No – parent volunteer hours are time parents spend helping in the classroom, driving on field trips, sponsoring social activities, etc. Student Community service hours are time spent by the student IN THE COMMUNITY helping to make a difference through their service. Student Community Service hours cannot be done at the school.

Q How do I know what homework my child has?

A There are several ways you can know your child’s homework.

- 1) Check your child’s **planner or class calendar**. He/she is expected to write all assignments in the planner. If that is not happening, please contact your child’s homeroom teacher.
- 2) Check the **homework hotline**. Each day, teachers put the night’s homework on the homework hotline. To access the hotline call 303.428.1882 after 4:30 p.m. and follow the prompts. Assignments given the entire class are recorded on the homework hotline. Work that was not completed in class by an individual student will not be in the hotline.
- 3) Refer to the weekly Middle School Newsletter. Homework and project due dates are typically noted in the newsletter.

Q My student does not give me Progress Reports and Report Cards. How do I know when they are issued?

A Check the yearly calendar, the “Week at a Glance” in the weekly Middle School Newsletter, or the school’s website for the Progress Report and Report Card dates.

Q How do I know what grades my child is getting?

A Graded work is sent home weekly in the Monday Folder. If there is not graded work in the folder, there is a possibility that your child is taking items out of the folder before he/she is giving it to you. Please contact your child’s homeroom teacher if you suspect this is happening.

Grades are available online by utilizing the Infinite Campus Parent Portal. Watch your child’s Monday Folder for additional information or contact administration for more information.

Q I do not get field trip forms, etc. When are they sent home?

A All permission forms, information from the office, graded student work, newsletters, etc. are sent home each Monday in a folder. Ask your child for the folder weekly, remove the information, and read it carefully. You can return signed forms, etc. in the folder the next day. Folders are to be returned to school Tuesday for use the following week. Field trip forms for parent drivers can also be found on the school’s website at www.crownpointeacademy.org under the Students and Parents page.

Q How do I know if my child has late work?

A Information is posted weekly on the Infinite Campus Parent Portal.

Q What is considered “cheating” at Crown Pointe?

A **Testing:**

During a test, students are to clear their desk of all items including books and papers. Students may have pencils and/or an eraser on their desk. Students will be given a portable, cardboard, study carrel which provides privacy. Students should be sure to keep their eyes on their own paper. Students should

not reach inside their desk. Students should not talk to any other student during the test for any reason. Should a student need anything or have a question, they are to raise their hand and wait for the teacher or teaching assistant to come to their desk. (This includes breaking a pencil, needing an eraser, a tissue, the bathroom, etc.)

Reaching inside a desk, looking at another student's test, or talking during a test are inappropriate behaviors and considered cheating. Cheating is a Level 3 violation under the discipline system used for Middle School. The student will serve two, one hour detentions and will receive a zero on the test.

Students please remember: If another student should talk to you during a test, you should not look at them; under no circumstances should you respond. Keep your eyes on your own paper and raise your hand immediately.

Homework/Class work:

Unless the teacher has asked students to work together and produce one project as a group, students are expected to do their own work. If a student needs help, s/he should ask the teacher first and/or follow the class procedure for questions. Taking answers from another student is cheating. When doing homework, students may work together to understand an assignment. The final product turned in to the teacher must be the student's own work and not a word-for-word copy of another student's paper. Students who take answers from other students, and students who give the answers will both receive appropriate discipline for cheating.

Expectations of Students

1. Take pride in who you are. Each day, show the world your best.
2. Turn in homework on time, with your name on it.
3. Use your planner or calendar daily.
4. Study nightly, even if going over notes or other information you have learned is not assigned as homework.
5. Ask for help when you don't understand. Ask for clarification on long assignments before the day an assignment is due.
6. Respect yourself, fellow students, and all adults.
7. Complete Community Service hours, record and turn in the hours regularly.
8. Know and follow the Discipline Policy, the Responsibilities and Rights Handbook, and the Middle School Code of Conduct.
9. Know and follow the uniform policy.
10. Be punctual to school and to all classes.

Expectations of Parents

1. Read Parent/Student Handbook, Responsibilities and Rights and other guidelines of the school. Be sure student knows and understands all rules. Support the school in following the rules.
2. Ask questions as soon as something arises.
3. Follow the grievance policy. Talk to the teacher first, then the director, then the Academy Board. Be sure you are clear with the teacher about the issue and let the teacher know if your questions are not being answered or student's needs are not being met. Respectful discussions between both parties will best serve the needs of the student.

4. Support the student academically.
5. Check homework hotline and planner/calendar – especially if the student is habitually late or not turning in homework. Check the Infinite Campus Parent Portal regularly.
6. Provide tutoring or arrange for help if student is struggling in any subject.
7. Volunteer whenever possible. If you have agreed to volunteer, please keep your commitment.
8. Talk with teachers about your student, not about others. Please make an appointment to talk with teachers. Catching them in the hall between classes or immediately after school does not allow for preparation or focus.
9. Understand the characteristics and habits of middle school-aged students. Seek information or support if necessary to better understand pre-teens.
10. See that you child arrives early or on time each day. The beginning minutes of school can set the tone for the day.

Completing Work

Class work is usually expected to be completed and turned in at the end of the class period. There are occasions when the student is asked to keep the work for future classes or to use for study. Often, if class work is not completed during the class period, it can be finished as homework and turned in at the beginning of the class period the following day. Students are expected to write in their planner or calendar when work is due. Planners are not required but highly recommended.

Homework is assigned and students are given a due date. Students are expected to write the assignment and due date in their planner or calendar. Homework is due the beginning of the period on the due date unless otherwise stated by the teacher.

Expecting students to turn their work in on time teaches responsibility and good work habits. Life lessons are sometimes difficult, but important to learn.

Students will not receive full credit on late assignments. Students have the opportunity to receive up to the following percentages on late assignments:

- 1 day late – 80%
- 2 days late -- 60%
- 3 days late or until the end of the grading period- 40%

When special circumstances arise concerning missing work, please contact a teacher to discuss the matter.

Academic Incentives

Honor Roll

Students will be recognized for their grades by placing them on the Honor Roll at each report card and at the end of the year. The end of the year honor roll will be determined by grades earned in all quarters.

The criteria for Honor Roll will be:

High Honor Roll

All A's in core subjects*

No lower than a B in all other subjects

Honor Roll

A's & B's in core subjects*
No lower than a C in all other subjects

*core subjects

Literature
Writing
Math
Science
Social Studies

Students who meet the goals of Honor Roll and High Honor Roll will be invited to a quarterly breakfast hosted by the CPA administration.

Cougar Cards

Students will have the opportunity to participate in the Cougar Card incentive program for homework assignments that are turned in on time in each class. Students will earn punch cards which can be exchanged for prizes. The Cougar Card Prize Patrol will visit classes approximately twice per month.

Crown Pointe Academy Middle School PEP Process

The Personal Education Plan (PEP) process is a development tool that establishes a student's goals for the school year. The PEP is discussed at the Parent Teacher Conference. Additional Conferences may be necessary to implement the PEP and help the student's success.

Prior to Fall Conference

- Teacher will complete goals and send them home for parent's review

Fall Parent Teacher Conference

- PEP goals will be reviewed and adjusted as needed

Spring Parent Teacher Conference

- The PEP will be reviewed. Goals met will be discussed and documented, and new goals will be set as needed to continue academic progress throughout the year.

Unscheduled Conferences

- Concerns about progress or performance should be immediately raised and discussed by student, parent and teacher.
- Continued concerns may result in initiating the RtI Process or a formal Behavior Plan.

The MLA guidelines should be used in all middle school classes. All middle-schoolers will review the criteria in writing class at the beginning of the year and will be expected to follow the guidelines for all writing assignments in all core classes.

- Double space the text of your paper
- Type in either Times New Roman or Arial
- 12 point font size
- One inch margins around paper
- On all pages, type your last name and that particular page number in the upper right hand corner.
- On the first page of the document, upper left hand corner type your name, date (next line), class assignment (next line).
- Do not create a title page!
- Center your title- do not underline title and only capitalize the first letter of each important word

Sample First Page of Essay:

Smith 1 ← *last name*

and page #

John Smith ← *student's first and last name*

October 1, 2009 ← *date the assignment is due*

Research Essay ← *name of the assignment*

Building a Dream: Reasons to Expand
↑ *title of paper centered*

During the 2000 football season, the Purdue Boilermakers won the Big Ten Conference Title, earned their first trip to the Rose Bowl in thirty-four years, and played every game in front of a sold-out crowd. Looking ahead...

M.L.A. Form for Works Cited

The Modern Language Association is the approved bibliographic format.

A Works Cited lists all the sources used to prepare your research paper; it appears as the last page. The preferred title for a bibliography is Works Cited. Please note these standard M.L.A. rules:

1. Title the page Works Cited.
2. Alphabetize entries (DO NOT NUMBER)
3. Use double-spacing.
4. Use hanging indentations = (don't indent the first line, but indent all the lines following for each entry)
5. Leave one (1) space after a colon or comma.
6. Leave two (2) spaces after a period.

Book by One Author:

Author's Last Name, First Name. Underlined Title of Book. City of Publication: Publishing Company, Publication year. Page numbers.

EXAMPLE:

Smith, John. Triumphs and Tragedy. Cleveland: Norton Press, 1992. 14-16, 48.

Book by Two Authors:

Author One's Last Name, First Name, and Author Two's First Name and Last Name. Underlined Title of Book. City of Publication: Publishing Company, Publication year. Page numbers.

EXAMPLE:

Applewhite, Harriet B., and Darlene G. Levy. Women and Politics in the Age of the Democratic Revolution.

Ann Arbor: University of Michigan Press, 1990. 46, 59, 82.

No Author Identified:

Underlined Title of Book. City of Publication: Publishing Company, Publication year. Page Numbers.

EXAMPLE:

Literary Market Place. New York: Bowker, 1996. 45.

An Editor, but No Single Author: (If more than one editor, complete the same as more than one author, but list "eds." after the names.)

Editor's Last name, First name, ed. Underlined Title of Book. City of Publication: Publishing Company, Publication year. Page numbers.

EXAMPLE:

Nabokov, Peter, ed. Native American Testimony. Cleveland: Viking-Penguin, 1991. 25-67.

Article in Reference Book (Encyclopedia, Dictionary, Almanac, etc.):

"Name of Article." Underlined Title of Encyclopedia or Dictionary. Year of Edition.

EXAMPLE:

"Squirrels." Dictionary of Animals. 1996 ed.

Magazine:

Author's Last Name, First Name. "Name of Article." Underlined Title of Magazine Day of Issue Month Year: Page Numbers of Articles.

EXAMPLE:

Bell, Barry. "Hibernating." National Wildlife 7 May 1996: 43-45.

Newspaper:

Author's Last Name, First Name. "Name of Article." Underlined Title of Newspaper Day of Issue Month Year: Section Page Numbers.

EXAMPLE:

Woodward, Robert. "The President's Men Return." New York Times 8 May 1998: A3-5.

Music:

Artist's Last Name, First Name or Group Name. "Song Title." Underlined Title of CD. Record Label Name, Year of Release.

EXAMPLE:

Jackson, Janet. "Spending Time with You." Damita Jo. Virgin Records, 2004.

General Web Sites: (Use as much information as possible, often general websites have no author or actual title for the page.)

Author's Last Name, First Name. "Title of the Page." Title of the Website. Date of Publication, Latest Update, or Copyright Date.

Name of sponsor. Access Date (date you viewed it) <URL address in angle brackets>.

EXAMPLE:

Travelocity.com. 1996-2008. Travelocity.com, LP. 24 April 2008 <<http://www.travelocity.com>>.

On-line Magazine Article:

Author's Last Name, First Name. "Name of Article." Underlined Title of Magazine day month year of publication: page numbers. Name of Database Used. Access Date (date you viewed it) <URL address in angle brackets>.

EXAMPLE:

Smith, George. "Life on the Edge." Boys Life 30 Dec. 2000: 3-4. EBSCO Host. 24 Jan. 2004

<<http://search.epnet.com>>.

On-line Encyclopedia: (Use as much information as possible, often encyclopedias have no author given.)

Author's Last Name, First Name. "Article Title." Title of Web site. Year of Latest Update (or Copyright).

Sponsoring Organization. Access Date (date you viewed it) <URL address in angle brackets>.

EXAMPLE:

"The Great Depression." Britannica Online. 2008. Encyclopedia Britannica. 29 April 2008 <<http://search.eb.com>>.

Interview:

Name, Type of interview (phone, personal, e-mail, etc.). Date of Interview.

EXAMPLE:

Witt, Charles, E-mail interview. 4 March 2005.

SAMPLE ↓

last name and page number ↓

Kruse 2

Works Cited ← *title the works cited & center it*

Dylan, Bob. "Soaring Away." Chicago: Family Publishers, 1998.

"Endangered Species List." American Wildlife Federation. 1999-2008. The U.S. Fish and Wildlife Service. 8 May
2008 <www.americaneagleinfo.com>. ← *this line shows the hanging indentation from the previous line*

