



Welcome to 8th Grade! Middle School is an exciting time. The twenty or so faculty and staff members who will be working with the students are eager to assist you as your child continues to grow and change throughout Middle School. This Course Guide provides some general information about the classes and our expectations for our students. More detailed information may be found in the Middle School Handbook on the CSS website (www.CSS.org).

Important Numbers

Ann Runte, Receptionist/Infirmary Coordinator	(719) 475-9747
Amos White, MS Division Lead Teacher	(719) 434-3560
Eric Gaylord, Academic Dean	(719) 434-3550

Expectations

Learning the expectations of so many different teachers can be a challenge for new Middle Schoolers. Life is much easier if they practice the Four Rs.

- **R**espect yourself
- **R**espect others
- **R**espect the learning environment
- Take **R**esponsibility for your actions

Any student who keeps the Four Rs in mind will have no difficulty negotiating the Middle School world.

Absences, Late Arrivals, and Early Departures

If your child will miss school for any reason, please call Ann Runte in the Trianon before 8:00 a.m. the day of the absence. Forms for planned absences are available on the school website under Community>>Current Families>>Forms and Handbooks. These should be completed and turned in to Ann Runte at least five days in advance of the absence.

Students who arrive on campus after 8:00 a.m. need to sign in with Ann Runte in the Trianon School Office. She will give the student a note to enter class.

Students who leave campus early must be signed out from Ann Runte's office. Please send an email to Ann Runte or call her well in advance of pick-up so that she can have your child ready to go with a minimum of disruption to classes.

After School Care

For the safety of our students, the library will be open to Middle and Upper School students for Homework Heaven (at no cost) from 3:15 p.m. until 5:30 p.m. If students are not picked up by 3:30 p.m., they must report to the library and sign in with the Homework Heaven supervisor.

During Homework Heaven, students are expected to work on homework or read. Computers are for school-related work only. All students must remain in the library.

Parents/guardians should sign students out prior to the library closing at 5:30 p.m. Students must be picked up by 5:30 p.m. or their accounts could be charged a fee.

Coaches have provided study halls for athletes whose practices do not start until later in the afternoon, and students who participate in sports should be picked up from the gym after practices. If students participating in sports are not picked up by 5:15 (if practice ended at 5:00 p.m.), they will be directed to Homework Heaven where they can be picked up by their parents. If your student would like to go to a game on campus to support the Kodiaks, students must get permission from their parents, be under the supervision of an adult, and communicate that to the Homework Heaven Supervisor, either by email or phone. Parents should then pick their students up from the game.

If students have Homework Hall and are not able to be picked up promptly at 4:00 p.m., they will stay in the library until their parents can sign them out of the library.

MS students with younger sibling(s) in Children's School Extended Care cannot attend CS Extended care and must still report to the Library if they remain on campus after 3:30 p.m. Parents should go to BOTH places to sign out students and their younger siblings.

If you have any questions, please contact the Homework Heaven Supervisor at (719) 475-9747 ext. 519 (Library).

CSS Grade Scale

The CSS Middle School assesses students on a semester basis. Grades and Teacher Comments are available online through the MyCSS powered by RenWeb. We use the following grade scale:

A+ 98-100	B+ 87-89	C+ 77-79	D+ 67-69	F <60
A 93-97	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

Homework

We ask students to check homework in their Google Classrooms (via their gmail accounts) or to call a classmate if they are absent or have any questions about an assignment. If they still have a question they may email their teacher through the directory on Renweb.

Late work not related to an absence will lose 10% of the total points earned for each day that it is late. If students have an excused absence it is their responsibility to find out what was covered in class and to complete all assigned class work and homework within the agreed upon time.

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8th Grade English

Mrs. Hatch

Course Description

In this course students will explore different genres and focus on themes relating to decision-making, leadership, and transitioning to adulthood. They will build upon all they have learned in Middle School to further add to a cumulative portfolio of their writing, ranging from analytical essays to poetry and creative stories. Students will culminate the year by extensively revising and publishing a selected piece to share on Authors' Evening. We will read, write and discuss various topics on a regular basis to develop opinions (thesis statements) supported with specific details and explanation. By organizing their thoughts and applying grammar rules, students will develop voice through diction and writing style. An extensive research project will reinforce MLA standards and allow students to pursue a topic of personal interest.

Performance Objectives

1. Read various literary genres; use critical reading skills to move beyond surface meaning.
2. Recognize and understand basic literary terms as well as purpose and audience.
3. Craft clear thesis statements supported by a logical progression of organized and developed ideas.
4. Provide and incorporate peer edits and teacher feedback during revision process.
5. Apply basic grammar rules and sentence structures to clarify meaning and develop voice.
6. Acquire and use new vocabulary; recognize and apply classical roots, prefixes and suffixes.
7. Develop speaking and listening skills through presentations, class discussions, and group projects.
8. Find pleasure in reading and writing to understand human nature and one's self.
9. Assess useful tools in technology and use appropriately.

Materials

- *The Outsiders* by S.E. Hinton ISBN: 0-14-240733-X (summer reading)
- *The Book Thief* by Markus Zusak ISBN 978-0-375-84220-7 (summer reading)
- Selections from *Little Worlds* (collection of short stories) ISBN: 1-877653-52-7
- *Endurance* by Alfred Lansing ISBN: 978-0-465-06288-1
- *Of Mice and Men* by John Steinbeck ISBN 978-0-14-017739-8
- *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin ISBN: 978-0-553-25920-9
- *Julius Caesar* by William Shakespeare ISBN: 978-0-743484930
- *The Lord of the Flies* by William Golding ISBN: 0-399-50148-7
- Independent selection of science fiction or fantasy book (KODIAK SCHOLARS only)

Course Grading

Homework	25% of total grade
Participation	10% of total grade
Quizzes and Tests	30% of total grade
Writing and Projects	35% of total grade

8th Grade Algebra I

Mrs. Lindeman

Course Description

Algebra I builds on concepts that were learned in Foundations in Algebra. Topics covered are linear equations, linear functions, relations, linear inequalities, systems of equations, polynomials, radicals, and quadratic equations. To enhance learning, students will deepen their understanding of concepts by using Khan Academy and graphing calculators. At times we will use the “flipped classroom” approach, and class time will be used to delve into challenging real world applications. Daily work will be differentiated to fit the level of the students. During this course, students will also read *The Number Devil* by Hans Magnus Enzenberger; students will investigate the mathematical discoveries of triangular numbers, the Fibonacci sequence, Pascal’s Triangle, combinations, factorials, prime numbers, and square roots. The book will culminate with a game-making project. This course will give students the algebra foundation needed for Geometry and Algebra II.

Performance Objectives

1. Use of variables in algebraic sentences, expressions, and formulas
2. Solve linear equations and inequalities
3. Graph equations with and without an automatic graphing tool
4. Write and interpret equations containing exponents and powers
5. Fit lines to sets of data points and determine the equations for such lines
6. Solve systems of equations by graphing, substitution, addition, and multiplication
7. Simplify monomials and polynomials
8. Determine patterns to factoring polynomials
9. Differentiate between types of equations, graphs, and types of functions
10. Graph and solve quadratic equations
11. Use the quadratic formula to solve equations

Materials

Textbooks: *Algebra*, Glencoe Mathematics ISBN: 978-0-07-888480-1
The Number Devil by Hans Magnus Enzenberger ISBN: 978-0-8050-6299-1

Course Grading

Assessments	40% of total grade
Homework/Projects	35% of total grade
Class Participation and Test Corrections	10% of total grade
Semester Final	15% of total grade

8th Grade Science

Mr. Tucker

Course Description

In this year's science program students will be studying the Earth and Space sciences, which include the solar system, galaxies and stars, earth and moon formation, minerals and rocks, weather and climate, weathering and erosion, plate tectonics, continental drift, geologic time and fossils. Students will be involved in local fieldtrips, research and experimentation projects, classroom labs and group presentations. Students will also develop and refine their skills for observing, testing, and formulating a testable hypothesis, and building models to help explain the world around us. Also, on most Fridays during the semester, students will be involved with Python Programming lessons in the computer labs. Students will be involved with basic programming skills leading to more creative and personally developed programs.

Performance Objectives

1. Scientific Investigation...Students will be able to form a hypothesis, research material, and design a new experiment.
2. Measurement...Students will be able to use a variety of solid, liquid, weight, length, and volume measuring devices and take the most accurate readings possible.
3. Data Collection...Students will be able to observe and record their investigations through accurate data collections.
4. Rock and mineral identification...Students will develop their skills in using keys for identification.
5. Oral Presentation Skills...Students will use a variety of techniques to present a report on a recent scientific discovery. This may include video, slides, computer displays, and public speaking.
6. Lab Procedure...Students will follow strict safety procedures for setting up, performing, and cleaning up lab activities.

Materials

Textbook: Glencoe Science Series:

The Changing Surface of the Earth ISBN 978-0- 07-877824- 7

Astronomy ISBN: 978-0- 07-877830- 8

Earth Materials and Processes ISBN: 978-0- 07-877822- 3

The Air Around You ISBN: 978-0-07-877828-5

Course Grading

Homework	30% of total grade
Tests and Projects	35% of total grade
Quizzes	15% of total grade
Labs and Field Participation	10% of total grade
In-Class Participation	10% of total grade

8th Grade History

Mr. White

Course Description

Ancient Civilizations is a survey course in which students will carefully examine the cultures of the ancient world in order to understand and compare the elements which constitute each society. They will learn how and why these civilizations came to exist, develop, and endure. The course will cover the civilizations of ancient Mesopotamia, India, China, and Africa, as well as the Near East, Egypt, Greece, and Rome. A main component of the course will be the development of historical research methods and writing skills. Students will be introduced to historical research methods and will engage in the critical examination of primary documents and sources, while studying the principles, theory, and history of historical writing. Students will have the opportunity to develop their own civilization. This will be an extensive multi-media project, which requires the students to think creatively about the civilizations of the past, while at the same time letting their creativity, and imaginations take them places they never dreamed.

Performance Objectives

1. Identify universal components of civilization and elements of culture
2. Understand, analyze, compare, and create civilizations of the past, present, and future
3. Discover, develop, and analyze the ways people, places, events, and ideas contribute to the ascent of human civilization and culture
4. Apply historical chronology to group people, places, and events into major eras
5. Identify and understand historical relationships, population trends, social organization, interdependence, cooperation, and conflict
6. Engage in experiential and alternative methods of learning, thinking, and problem solving such as constructing models of the future, drawing scenes from the past, creating murals of cultures, role-playing, and other group activities
7. Build student skills and organization through class discussions, note taking, daily homework, weekly quizzes, and longer-term projects, emphasizing the writing process
8. Use and participate in various processes of historical inquiry such as maps, artifacts, primary documents, artwork, computer resources, and guest speakers
9. Explore and examine the role of the historian, archaeologist, anthropologist, and student in developing and interpreting the methods and materials of history
10. Recognize, understand, and respect the diversity of historical backgrounds, perspectives, and interpretations

Materials

Textbook: *History Alive! The Ancient World* ISBN-13: 978-1-58371-901-5

Course Grading

Homework Assignments/Essays/Reading Quizzes	20% of total grade
Quizzes and Tests	35% of total grade
Projects/Papers	30% of total grade
Notebook Checks	5% of total grade
Class Participation/Preparedness/Attentiveness	10% of total grade

7th- 8th Grade Spanish I

Profe Argüello

Course Description

This course is intended for students who lack a foundation in Spanish and combines topics from the 6th and 7th Grade Spanish classes into a single year. Eighth grade Spanish is a course that fosters fluency in listening and speaking, reinforces basic structural patterns in the language, and develops writing and reading skills. Students will study basic grammar and structural patterns. In addition, students will learn to conjugate regular and irregular verbs in the present and preterite. By the end of the school year, students will be prepared for Spanish II at the Upper School level.

Through units that study the present reality, the history, and culture of today's Spanish speaking countries, students will acquire a wide range of at least 500 vocabulary words. Spanish must be used as frequently as possible in all class discussions and activities to further the level of language acquisition.

Performance Objectives

1. To speak, listen to, read, and write Spanish at an intermediate-low level or higher.
2. Write 100-word stories as well as longer essays.
3. Generate spontaneous speech (i.e., tell stories, give non-memorized presentations, and respond - all in Spanish) as well as speak fluently in present and past tense correctly enough that a native speaker can understand.
4. Comprehend as the teacher reads aloud and understand spoken Spanish from a variety of other sources, including peers' presentations.
5. Interact and be involved with other cultures and demonstrate an understanding of basic geography and history of the Spanish-speaking world.
6. Recognize the 101-200 most commonly used words in the Spanish language and be able to use the majority of them.

Materials

Textbook: *Auténtico A/B* ISBN: 0-32-893441-6

Course Grading

Quizzes, Tests, and Projects	50% of total grade
Homework	25% of total grade
Class Participation	25% of total grade

8th Grade Spanish II

Profe Argüello

Course Description

In eighth grade, students move along to the next level in the Auténtico textbook series. Students will revisit basic grammatical and structural patterns, conjugate regular and irregular verbs in the present indicative and the past preterite, and, learn how to express themselves in the past imperfect conjugation. By the end of the school year, students may be prepared for Spanish III at the Upper School level.

The units from the part of the book we will be covering include *The School Day*, *Special Events*, *You and Your Community*, and *Memories from the Past*. The context in which our class will express itself will go beyond these themes, as we continue to study the present reality, the history, and culture of today's Spanish speaking countries. Spanish must be used as frequently as possible in all class discussions and activities to further the level of language acquisition.

Performance Objectives

By the end of the year, students will be able to:

1. To speak, listen to, read, and write Spanish at an intermediate low/mid level or higher.
2. Write 100-word stories in 10 minutes as well as 200-word essays.
3. Generate spontaneous speech (i.e. tell stories, give non-memorized presentations, and respond - all in Spanish) as well as speak fluently in present and past tense correctly enough that a native speaker can understand.
4. Comprehend as the teacher reads aloud and understand spoken Spanish from a variety of other sources, including peers' presentations.
5. Interact and be involved with other cultures and demonstrate an understanding of basic geography and history of the Spanish-speaking world.
6. Work towards recognizing the 400 most commonly used words in the Spanish language and be able to use the majority of them.

Materials

Textbook: *Auténtico 2*

ISBN: 0-32-893438-6

Course Grading

Quizzes, Tests, and Projects	50% of total grade
Homework	25% of total grade
Class Participation	25% of total grade

8th Grade French

Ms. Abrahams

Course Description

This course fosters fluency in listening and speaking. The curriculum also reinforces basic structural patterns in the language and develops writing and reading skills. In addition, students will become familiar with Francophone culture around the world. Students will be expected to use as much French as possible in class discussions and activities. Participation will be maximized through the use of skits, dialogues, presentations, and other meaningful and engaging activities. Students will also foster a desire to learn about and interact with other cultures and develop a basic knowledge of the geography and history of the Francophone world.

Performance Objectives

1. Read and comprehend chapter books and other level-appropriate material
2. Write original stories and essays with minimal errors
3. Generate spontaneous speech (e.g. tell stories, give non-memorized presentations, and respond to questions in French) and speak competently in the present and past tenses with minimal errors so that a native speaker can understand
4. Demonstrate listening comprehension of material read aloud and from simple conversations at a normal rate of speech
5. Demonstrate an understanding of and be able to speak and write in both the present and past tense (passé composé)
6. Make connections to other disciplines in French

Materials

Text and Workbook: *Discovering French Nouveau level 1 Bleu Unite 6,7,8,9.*

Course Grading

Quizzes, Tests, and Projects	50% of total grade
Homework,	25% of total grade
Participation: oral, written	25% of total grade

8th Grade Physical Education

Mrs. Jacober

Course Description

Middle School Physical Education emphasizes education through movement for promoting a lifetime of activity. As eighth graders, performance expectations are again increased, and each student is encouraged to find personal meaning and enjoyment within exercise in order to promote a healthier lifestyle. Increased focus is placed upon life-long activities, and skill mastery is encouraged in all units. Fitness components are an important part of class, along with mini-units of health, wellness and psychosocial elements of sports. Opportunities for leadership development and personal responsibility are available and encouraged for each student. Class content is varied and can contain activities such as cooperative challenges, initiative activities, fitness stations, and alternative sports as well as the traditional individual, dual and team sports. Various core competitive sports are offered and include choices as to the level of competition desired by the students. When applicable, students will have choices for units of study throughout the school year. They are evaluated by content and skills mastery in relationship to potential, participation and effort, character development, and assigned written work.

Performance Objectives

1. Demonstrate competency in a variety of movement forms, activities, and sports
2. Demonstrate an understanding of sport and physical education
3. Demonstrate the value of personal fitness and physical activity
4. Demonstrate cooperation and teamwork with classmates
5. Demonstrate the ability to recognize, accept, and appreciate individual differences
6. Demonstrate responsible personal and social behavior
7. Identify personal strengths in physical skills and address weak areas
8. Show concern for safety to self and others
9. Take risks and show initiative in attempting new skills/sports
10. Demonstrate the ability to be a leader and good communicator

Materials

Non-marking tennis shoes

Athletic wear that meets the school dress code

Course Grading

Participation/Effort	40% of total grade
Content/Skills	40% of total grade
Character Development	20% of total grade

Band

Mr. Moorhead

Course Description

MS Band is a year-long course of study that places emphasis on developing the student's knowledge, skill, and artistic sensitivity when performing instrumental music. The focus of study is on a wide range of music literature and styles. Students will also gain greater control of technique, articulations, rhythms, dynamics, time signatures, intonation, balance and blend, expression, develop leadership skills and learn the importance of teamwork. Students will participate in concerts given throughout the year (including CSS Winter and Spring Concerts, the school's Graduation Ceremony, and the possibility of other public performances).

Performance Objectives

1. Play an instrument, alone and with others
2. Perform a varied repertoire of music that exposes students to both the expressive and technical elements of music
3. Determine the factors that influence good intonation and techniques
4. Demonstrate an understanding of music terminology, notation and reading music
5. Play a variety of scales (scale/arpeggio, 3rds, chromatic, etc.) and warm-ups
6. Listen to, analyze and describe music
7. Evaluate the quality and effectiveness of musical performances (including their own)
8. Identify and execute the proper approach to sight-reading
9. Understand relationships between music, the other arts and core subjects, as well as music's relation to history and culture
10. Demonstrate the ability to be a leader and good communicator in this ensemble

Materials

Instrument, reeds, valve oil, drum sticks/mallets (based on the requirements for your instrument)
Music (including the Standard of Excellence Book 2 for your instrument) and a pencil
Your school email & Google Classroom will be valuable tools for success!

Course Grading

Concerts	50% of final grade
Class Participation	25% of final grade
Practice Records	25% of final grade

Concert Dates

- Winter Concert: Wednesday, December 13th, 6:00 p.m. in the Theater
- Spring Concert: Wednesday, April 18th, 6:00 p.m. in the Field House
- CSS Graduation Band Rehearsal: Wednesday, May 23rd Noon-2 p.m. in the Field House
- CSS Graduation Ceremony: Thursday, May 24th 8:30 a.m. on the Terrace of the Trianon

Theatre

Ms. Law and Mr. Ferguson

Course Description

The Middle School Theatre courses of study include Theatre Arts and Theatre at Play. These courses are built upon the belief that every student has an important part in a community where drama is created.

Each course is designed to provide the students a chance to get involved in the craft at a very personal level. During the Middle School years, the course work embraces a more informed critical approach to the study of theatre. Either through the development of a show in the Theatre at Play class or through the more broad studies in the Theatre Arts class, students learn and develop important skills through their active participation in the work of the theatre. Throughout the year, this work offers a variety of approaches with an emphasis placed on creativity, communication, collaboration, and stretching of boundaries and imaginations. Every student has the opportunity to become immersed in their own creative instincts, to build self-confidence in their personal creative abilities, and to grow as a human being.

Performance Objectives

I. Process/Production Skills

- A. Build self-confidence through personal artistic choices
- B. Work collaboratively within an ensemble to create a product
- C. Build leadership and problem solving skills
- D. Gain a deeper understanding of the rehearsal/technical process

II. Development of the Actor's toolbox

- A. Use of sensory recall, imagination, concentration and transformation
- B. Qualities of movement: authentic, purposeful and expressive
- C. Vocal projection, pitch, inflection and articulation
- D. Character study/development

III. Aesthetic Eye

- A. Deepen an appreciation for the craft of theatre
- B. Understand and use dramatic elements with thought and control
- C. Understand structure, light, sound and/or color as it transforms space
- D. Evaluate formal and informal performances

Course Grading

Class Participation	40% of total grade
Projects/Homework	35% of total grade
Final Project/Performance	20% of total grade
Performance Objectives Rubric	5% of total grade

Visual Art

Mrs. Reynolds

Mr. Wolfe

Course Description

Middle School Art is a rigorous survey of Art Technique and Art History that is tied directly to hands-on studio art production. A wide variety of mediums are explored as students make real connections to specific artists and art movements. Students develop foundations in concept, design and communication while they solidify skills in drawing, composition, color theory and 3D materials. This course prepares students to engage in a wide variety of art mediums with established skills and an ability to apply art concepts as they successfully express their own ideas.

Performance Objectives

I. Skills

- A. Drawing – learn to see form and structure
 - 1. Form without line, symbol or cartoon
 - 2. Proportion, perspective, horizon and picture plane
 - 3. Personal experience with abstract concepts
- B. Three-dimensional form
 - 1. Structural building and design principles
 - 2. Negative space, mirroring and cohesive theme
 - 3. Materials and techniques
- C. Group
 - 1. Mural, collage and collaborative production
 - 2. Sculptural object relationships (form to space)
 - 3. Content, context, meaning, personal aesthetic and the art of positive critique
- D. Personal
 - 1. Themes and concepts (voice)
 - 2. Identifying with a “Master”
 - 3. Styles – skill development combined with aesthetics

II. Content

- A. Elements of art – learn to use line, shape, color, texture, space, value
- B. Principles of art – learn to use balance, repetition, variety, emphasis, movement and unity
- C. Context – considering the audience, location and environment
- D. Evolution of Art – periods in art history, famous artists and their processes, interactions with visiting artists and exposure to current art exhibitions

Course Grading

Skills & Techniques	40% of total grade
Class Participation	40% of total grade
Critique and Feedback	20% of total grade