



Welcome to 7<sup>th</sup> 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](http://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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# 7<sup>th</sup> Grade English

Mrs. Rich

## Course Description

7<sup>th</sup> Grade Literature and Composition uses literature of varying genres, including short stories, fiction, and non-fiction, as a catalyst to introduce and cultivate productive discussion skills and sound writing skills. Students participate in interactive discussions as well as individual and group presentations to their peers. Writing exercises cover narrative, descriptive, expository and analytical formats and focus on each stage of the writing process from prewriting to editing. This course also emphasizes vocabulary, punctuation, spelling, and grammar. Vocabulary and spelling are studied in conjunction with literature. Students continue to apply their recognition of common grammatical errors in addition to learning the technical workings of the language. Knowledge of the parts of speech and their correct usage, varying sentence types, sentence structure, phrases, and modifiers are emphasized through oral, written and creative exercises.

## Performance Objectives

1. Read a variety of literary genres including short stories, fiction, and non-fiction for comprehension and understanding beyond the basic story line.
2. Discuss and analyze literature through setting, theme, conflict, resolution, character development, point of view, basic symbols, and figurative language.
3. Use text to support opinions and answer interpretive questions in small and large group discussion.
4. Brainstorm, draft, write, and edit paragraphs, essays, research papers as well as more informal assignments.
5. Follow the writing process steps including reading both their own work and their peers' work at the revision and editing stages of the writing process.
6. Incorporate proper research skills while using the MLA format.
7. Know the eight parts of speech, proper sentence structure, verb agreement, and employ proper capitalization and punctuation in different sentence types.

## Materials

<i>Chains</i> by Laurie Halse Anderson	ISBN: 978-1416905878
<i>Chasing Lincoln's Killer</i> by James L. Swanson	ISBN: 978-0-439-90354-7
<i>Out of the Dust</i> by Karen Hesse	Do not purchase
<i>To Kill A Mockingbird</i> by Harper Lee	ISBN: 978-0-446-31078-9
<i>Tom Sawyer</i> by Mark Twain	ISBN: 0-14-303956-3
<i>Language Arts Today</i> (textbook)	

## Course Grading

Homework	35% of total grade
Quizzes	25% of total grade
Tests/Projects/Papers	35% of total grade
Class Participation	5% of total grade

# 7<sup>th</sup> Grade Foundations in Algebra

Ms. Beardsley

## Course Description

Foundations in Algebra picks up where 6<sup>th</sup> grade left off in the study of Pre-Algebra. It continues to reinforce the use of variables in order to solve problems. The students study how to apply algebra to geometry and how algebra extends to statistics and probability. For success in this course, students need a firm foundation in number manipulation using addition, subtraction, multiplication, division, positive and negative numbers, fractions, decimals, and percent. Current technology and application projects allow the students to focus on problem-solving skills and strategies. Students demonstrate mastery of this year's concepts by explaining mathematics through reading, writing, and speaking to others, as well as on quizzes and tests.

## Performance Objectives

1. Use variables in algebraic sentences, expressions, and formulas
2. Write and evaluate expressions with exponents and scientific notation
3. Recognize and apply the Pythagorean Theorem
4. Find the area of polygons, irregular figures, and circles
5. Investigate how algebra relates to three-dimensional objects
6. Apply factorials and permutations to lists or objects that must be ranked or ordered
7. Analyze rates, ratios, frequencies, and probabilities
8. Display and interpret data

## Materials

Textbook: *Pre-Algebra* ISBN: 978-0-07-888515-0

## Course Grading

Homework & Projects	40% of total grade
Assessments	40% of total grade
Participation & Test Corrections	10% of total grade
Semester Exam	10% of total grade

# 7<sup>th</sup> Grade Science

Mr. Julian

## Course Description

In this year's science 7th Grade Science course students will be studying 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 engage in research and experimentation projects, classroom laboratory experiments, and production of products to share knowledge. Students will also invest one day per week engaging in the introduction to the Python programming language curriculum.

## Performance Objectives (across all topics)

1. Gather and analyze information from experimental data and a variety of resources in order to gain new knowledge
2. Integrate prior knowledge and experiences with new content to establish transfer
3. Reflect on how new material has changed or reinforced prior knowledge
4. Apply learned material to real-world challenges and issues
5. Articulate and share learned material through traditional and nontraditional assessments

## Materials

The materials for this course will be provided by the instructor. This includes a single Composition Notebook (provided) that will be used for Lab Procedures/Experiments.

## Instructional Procedure

With the purpose of providing opportunities for student to discover new information, the structure of this course will take a larger emphasis on research and experimentation. Through this students will develop strong investigatory and data analysis skills so that supported conclusions can be made regarding the universe around us. In addition, students will have the opportunity to take the information learned in the research/experimentation activities and apply it to challenges associated with the current topic of study. These collaborative and cooperative experiences will provide students a venue to show off their newly learned knowledge and reflect on the significance of what they now know.

## Course Grading\*

Lab Procedures/Lab Reports	30% of total grade
Research and Information	30% of total grade
Challenges and Assessments	40% of total grade

\*There will be elements of homework, classwork, and participation associated with each of these topics and may carry different point values depending on the project or assignment.

# 7<sup>th</sup> Grade History

Ms. Wills

## Course Description

Seventh Grade American History explores the major historical events and the primary documents that gave birth to and shaped our nation from the Pre-Columbian Era to the Progressive Era. Students will also be introduced to prevalent topics from recent decades. By investigating these events to authentically respond to a complex question students will gain a deeper understanding of our country's history. Through this course, students will become better researchers, decision makers, planners, designers, and communicators.

## Performance Objectives

1. Demonstrate an understanding that revolution requires the upheaval of long established traditions and social conditions
2. Demonstrate an understanding that specific regional differences in the United States have almost always existed, creating conflicts of interest
3. Demonstrate an understanding that mobility creates new conditions and conflicts for society and its individuals
4. Demonstrate an understanding that democracy has always been a vibrant, changing institution in the American way of life
5. Explain how individual literary works illuminate key movements in American history
6. Know how to do research and apply it to essay writing

## Materials

Textbook: <i>The American Journey</i>	ISBN: 978-0-07-877712-7
<i>Black Indians: A Hidden Heritage</i> by William Loren Katz	ISBN: 978-1442446373
<i>Chasing Lincoln's Killer</i> written by James L. Swanson	ISBN-13: 978-0439903547
<i>A History of US: Making Thirteen Colonies: 1600-1740</i> written by Joy Hakim	ISBN: 978-0195327168
<i>A History of US: War, Terrible War: 1855-1865</i> written by Joy Hakim	ISBN: 978-0195327205
<i>A History of US: An Age of Extremes: 1880-1917</i> written by Joy Hakim	ISBN: 978-0195327229

## Course Grading

Class participation/preparedness	10% of total grade
Essential question analysis	10% of total grade
Building knowledge, understanding, and skills	20% of total grade
Product(s) development process	20% of total grade
Presenting product(s) and justifying choices	40% of total grade

# 7<sup>th</sup> Grade Spanish

Profe Argüello

## Course Description

Seventh 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.

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 and reinforce the Spanish lexicon they acquired in sixth grade Spanish. 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 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



# 7<sup>th</sup>- 8<sup>th</sup> 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 8th Grade Spanish.

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

# 7th 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 more 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 stories and other level appropriate material
2. Write simple 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 tense with minimal errors so that a native speaker can understand
4. Demonstrate listening comprehension of material presented at a normal rate of speech
5. Make connections to other disciplines in French

## Materials

Textbook: *Discovering French Nouveau!* Unités 4, 5, 6

Video: *French in Action*, program resources

## Course Grading

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

# 7<sup>th</sup> Grade Physical Education

Mrs. Jacober

## Course Description

Middle School Physical Education emphasizes education through movement for promoting a lifetime of activity. As seventh graders, performance expectations are increased, and each student is encouraged to find personal meaning and enjoyment within physical activity. 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. Many core competitive sports are offered and include choices as to the level of competition desired by the students. 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 total grade
Class Participation	25% of total grade
Practice Records	25% of total grade

## Concert Dates

- Winter Concert: Wednesday, December 13<sup>th</sup>, 6:00 p.m. in the Theater
- Spring Concert: Wednesday, April 18<sup>th</sup>, 6:00 p.m. in the Field House
- CSS Graduation Band Rehearsal: Wednesday May 23<sup>rd</sup> Noon-2 p.m. in the Field House
- CSS Graduation Ceremony: Thursday, May 24<sup>th</sup> 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 and 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