

Templeton Middle School Course Catalog 2019-2020



N59W22490 Silver Spring Dr.
Sussex, WI 53089
262-246-6477

7TH Grade

TEMPLETON MIDDLE SCHOOL

◆ **Hamilton School District Mission**

It is the mission of the Hamilton School District, a child-centered, progressive, pro-active organization, to ensure maximum level of achievement for each student through a respectful and active learning environment: a rigorous, relevant curriculum; and a highly qualified, caring staff in concert with our diverse community.

◆ **Nondiscrimination Policy**

“It is the policy of the Hamilton School District that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person’s sex, race, color, religion, national origin (including students with limited English proficiency), ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by Wisconsin Statute Section 118.13, or because of any other reason prohibited by state or federal laws or regulation. This policy also prohibits student discrimination on the basis of any reason prohibited by federal law, including Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability). The District shall provide for the reasonable accommodation of a student’s sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Any accommodations or program modifications granted under this policy shall be provided to students without prejudicial effect. Requests for accommodations for children with disabilities under Section 504 of the Rehabilitation Act shall be processed pursuant to the Section 504 Procedures. All District career and technical education opportunities will be offered to students on a nondiscriminatory basis (without regard to race, color, national origin, sex, disability, etc.). Information regarding such program offerings and admission criteria are included in the Student Handbooks and Course Catalogs, which are posted on the District’s website (www.hamilton.k12.wi.us) and available upon request from the School Guidance Office. Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent or guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel. The District shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. Requests for religious accommodations shall be made in writing and approved by the building principal. The District encourages informal resolution of discrimination complaints. A formal complaint resolution procedure is available, however, to address allegations of violations of the District’s equal educational opportunities policy. Any questions concerning this policy, or policy compliance, should be directed to John Roubik, Director of Human Resources and Organizational Development, Hamilton School District, W220N6151 Town Line Road, Sussex, WI 53089, (262) 246-1973.”

Board of Education

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Brad Hoffmann, Principal

hoffbr@hamilton.k12.wi.us

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Templeton Middle School Site Plan Tactics

- *Tactic 1 – Templeton Middle School staff will research best practice in assessment and developing instructional strategies to increase achievement for all students.*
- *Tactic 2 – Templeton Middle School staff will research and develop building-wide and classroom-specific strategies to improve student social-emotional wellness.*

Templeton Middle School Vision

“We, as a Templeton community, believe, that:

Templeton Middle School is, and must continue to be, a nurturing place that recognizes all needs of the middle school learner, not only from an intellectual viewpoint, but also from the perspective of positive emotional and social development;

- *that student achievement and successful academic experiences for all students are our primary goals.*
- *that the curriculum we provide to our students should be activity based, stressing the interrelationships between content areas and relevant to real world experiences and the needs and interest of our students.*
- *that technology and its use must be curricularly integrated, and challenge our students to be increasingly technologically literate as they continue their education.*

Finally, Templeton has been, and must continue to be, an educational environment that is welcoming to our total school community; students, staff, parents, families and community members.”

REGISTRATION AND SCHEDULING PROCESS

I. INFORMATION DISTRIBUTION AND PROCESS

The TMS Course Catalog and Course Selection Information will be distributed to:

- current grade 6 students during the week of March 11, 2019
- current grade 7 students during the week of March 11, 2019

Parents are encouraged to call the guidance counselors if they have any questions about the courses or the course selection process. Breakdown is as follows:

Mrs. Beth Buschmann, ext. 4152	Grade 7
Mr. Terry Krause, ext. 4151	Grade 7 & Grade 8

Online Course Selections are due on the following dates:

Grade 7 – April 12, 2019 Grade 8 – April 12, 2019

II. ALLIED ARTS ELECTIVE COURSE SELECTION

Grade 7 students have the opportunity to select one full year elective that alternates every other day with Fitness Education. Elective choices are:

- | | |
|--------------------------------------|-----------------------------|
| • Art | • Chorus |
| • Family & Consumer Education (F/CE) | • Instrumental Music (Band) |

Grade 8 students are able to select one daily full year elective and one alternate day elective opposite their Fitness Education. Grade 8 *daily* elective options:

- | | | |
|--------------|------------------------------|-------------|
| • Art | • German I | • Spanish 1 |
| • Show Choir | • Technology and Engineering | |
| • French I | • Instrumental Music (Band) | |

Grade 8 *alternate* day electives options:

- | | |
|----------|------------------------------------|
| • Art | • Family & Consumer Education(FCE) |
| • Chorus | • Instrumental Music (Band) |
| • Drama | • Intro to Business & Marketing |

III. PARENTAL INPUT

Parents who would like to provide information that relates to their child's educational needs in regards to registration, can write a letter to the principal by April 26.

**TEMPLETON MIDDLE SCHOOL
COURSE OF STUDIES
2019/2020**

GRADE 7	GRADE 8
ACADEMIC SUBJECTS	
Communication Arts	Communication Arts
Mathematics	Mathematics
Science	Science
Social Studies	Social Studies
Critical Literacy	Critical Literacy
ALLIED ARTS SUBJECTS	
QUARTER CLASSES – Meets Daily	FULL YEAR – Meets Daily
Exploratory German	<u>Elective (Select 1)</u>
Exploring World Cultures	Art
Gateway to Technology & Engineering	Chorus
Exploratory Spanish	French I
	German I
	Technology & Engineering
	Instrumental Music (Advanced)
	Spanish I

FULL YEAR – Alternating Days (odd/even)	
Fitness Education	Fitness Education
&	&
<u>Elective (Select 1)</u>	<u>Elective (Select 1)</u>
Art	Art
Chorus	Intro to Business and Marketing
Family & Consumer Education	Chorus
Instrumental Music	Drama
	Family & Consumer Education
	Instrumental Music (Advanced)

PLEASE NOTE: PER REQUIREMENTS OF RESPONSE TO INTERVENTION (RTI):

- Students scoring at or below the 40% in reading or math on Measure of Academic Progress (MAP) testing will be considered for RD/MA Intervention Support, during the Advisement period.
- Students receiving U's in academic core classes and/or students with a cumulative GPA of 1.5 or lower may also be placed in Structured Study, a guided study support class, in lieu of an allied arts or elective class.

ACADEMIC ENRICHMENT and SUPPORT

ENRICHMENT

Enriched Classes

The philosophy of enriched classes is to help students effectively employ increasingly higher level thinking skills such as critical thinking, logic problem-solving and information acquisition as they master course content. In-depth skill/research work is also promoted in specific content areas. Students are identified to participate in enriched classes by achieving high scores on standardized tests and academic achievement/grades in class.

- Grade 7 – Pre-Algebra
- Grade 7 – Enriched Science
- Grade 7 – Enriched Communication Arts
- Grade 8 – Algebra
- Grade 8 – Enriched Communication Arts
- Grade 8 – Enriched Science

Academic Support Classes

At times academic support intervention is necessary to help students demonstrate mastery of content material. The following are academic support classes at Templeton Middle School. Students are identified for participation in the appropriate support class based on Measure of Academic Progress (MAP) test scores, minimal or basic proficiency on the Forward Exam, standardized tests and grades in class.

- English Language Learner (ELL)
- Flex Math
- Advisement
- *Structured Study
- *Response to Intervention (RtI) Support

- * Students scoring at or below the 40% in reading or math on Measure of Academic Progress (MAP) testing will be considered for placement in RD/MA Intervention Support, during the Advisement period.
- * Students receiving U's in academic core classes and/or students with a cumulative GPA of 1.5 or lower may be placed in Structured Study, a guided study support class, in lieu of an allied arts class.

ACADEMIC CORE SUBJECTS

COMMUNICATION ARTS

I. COURSE DESCRIPTION

Grade 7 communication arts builds on grade 6 as a reading, writing, speaking/listening, and language arts course. Emphasis is placed on the writing process, sentence variety, language/word study, grammar skills, and vocabulary development. Traits of quality writing is incorporated throughout the course. Students also apply critical thinking and analysis to both fictional and expository texts.

II. UNITS OF STUDY

- Narrative
- Poetry
- Research
- Argumentative

III. LEARNING TARGETS

- Students will read and analyze a variety of texts to determine meaning and interpret content and structure appropriate to the text's purpose and audience.
- Students will use the writing process to produce written pieces in which the development, organization, and style are appropriate to the task, purpose and audience.
- Students will logically and appropriately present evidence or support to analyze and synthesize various ideas to the task, purpose and audience; students will listen attentively in order to build on others' ideas.
- Students will choose vocabulary, syntax, and conventions to communicate appropriately to the task, purpose and audience.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking and critical thinking.

IV. DISCIPLINARY LITERACY

- narrative, dialogue, figurative language (alliteration, onomatopoeia, imagery, rhyme, repetition, personification, simile, metaphor, personification), stanza, line break, point of view, parts of a story (characters, setting, plot, exposition, rising action, climax, falling action, resolution), theme, thesis statement, expository, inquiry, transition, cohesive, plagiarism, summarizing, paraphrasing, citation, fact, opinion, evaluate, thesis statement, point of view, propaganda, persuasion, 6 trait writing (conventions, ideas and content, organization, sentence fluency, voice, word choice), types of sentences (simple, compound, complex), parts of speech (nouns, verbs, pronouns, adverbs, adjectives, interjections, conjunctions, prepositions)

V. 21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem solving
- Communication
- Collaboration
- Global Awareness
- Information Literacy
- Media Literacy
- ICT Literacy

VI. SUMMATIVE ASSESSMENTS

- Written pieces (narratives, literary analyses, research papers etc.), oral and visual presentations, vocabulary assessments, grammar assessments,

VII. TEXTBOOK/MATERIALS

- *Literature Grade 7*, Holt and McDougall
- *Daily Grammar Practice*, D. Burnette

MATHEMATICS

I. COURSE DESCRIPTION

The grade 7 math curriculum continues to focus on the six strands of mathematics developed by the National Council of Teachers of Mathematics and the Common Core State Standards. These strands include: mathematical processes, number operations and relationships, geometry, measurement, statistics and probability, and algebraic relationships. This program stresses computational, problem solving and real life applications of math.

II. UNITS OF STUDY

- Algebraic Reasoning
- Integer Operations and Combining Like Term Variables
- Solving One and Two Step Equations
- Equations in Two Variables – Graphing Lines
- Factors and Fractions
- Rational Number Operations
- Percent Proportions and Ratios
- Perfect Squares and Square Roots
- Area and Volume
- Data Analysis
- Probability

III. LEARNING TARGETS

- Students will solve problems involving ratios, proportions and percentages
- Students will solve problems involving number theory concepts
- Students will add, subtract, multiply and divide decimal and fractions values
- Students will analyze geometric shapes and concepts
- Students will work with algebraic expressions and equations
- Students will communicate logical arguments to show why a result is logical
- Students will translate verbal models into algebraic expressions and equations
- Students will interpret story problems to create algebraic equations to solve
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking and critical thinking.

IV. DISCIPLINARY LITERACY

- commutative property, associative property, distributive property, algebraic equations, variable, constant, coefficient, inverse property, solution, algebraic expressions, verbal models, proportion, ratio, percent, sum, difference, quotient, product, ordered pair, y-axis, x-axis, order of operations, area, perimeter, volume, cones, prisms, pyramids, estimation, approximate, check, reasonable

V. 21ST CENTURY SKILLS

- Communication
- Collaboration
- Critical thinking/Problem Solving
- Creativity/Innovation
- Financial Literacy

VI. SUMMATIVE ASSESSMENTS

- Quizzes, Chapter Tests, Common Assessments, and Projects

VII. MATERIALS

- TI30x or TI 30xII Calculator

PRE-ALGEBRA

I. COURSE DESCRIPTION

The grade 7 advanced math curriculum is designed to prepare students with the necessary skills to be successful in Algebra. Students are expected to communicate math knowledge orally and in writing. This curriculum will continue to focus on the six strands of mathematics developed by the National Council of Teachers of Mathematics. These strands include: mathematical processes, number operations and relationships, geometry, measurement, statistics and probability, and algebraic relationships. Special focus will be placed on solving, applying, and graphing both one-step and two-step equations, and critical thinking and problem solving skills.

II. UNITS OF STUDY

- Variables, Expressions, and Integers
- Solving Equations
- Multi-Step Equations and Inequalities
- Factors, Fractions, and Exponents
- Rational Numbers and Equations
- Ratios, Proportions, and Probability
- Percents
- Linear Functions
- Real Numbers and Right Triangles
- Measurement, Area, and Volume
- Data Analysis
- Angle Relationships and Transformations

III. LEARNING TARGETS

- Students will be able to demonstrate critical thinking in various problem solving applications
- Students will be able to demonstrate their understanding of relationships between numbers and/or variables
- Students will be able to demonstrate computation and operation skills.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking and critical thinking.

IV. DISCIPLINARY LITERACY

- numerical expression, variable expression, opposites, coefficient, like terms, constant terms, equation, inequality, Distributive Property, Commutative Property, Associative Property, rational number, reciprocal, percent of change, interest, simple interest, compound interest, principal, Pythagorean Theorem, perfect square, polygon, stem-and-leaf plot, frequency table, box-and-whisker plot, factorial, dependent events, independent events

V. 21st CENTURY SKILLS

- Communication
- Collaboration
- Critical thinking/Problem Solving
- Creativity/Innovation
- Financial Literacy

VI. SUMMATIVE ASSESSMENTS

- Quizzes, Chapter Tests, Common Assessments, and Projects

VII. MATERIALS

- TI30x or TI 30xII Calculator

CRITICAL LITERACY

I. COURSE DESCRIPTION

Grade 7 Critical Literacy expands, strengthens and deepens skills previously taught in Grade 6 Critical Literacy. Critical Literacy views students as active participants in the reading process and invites them to move beyond passively accepting the text's message to question and examine the text. Students will be immersed in informational and literary text and given opportunities to develop their critical thinking, writing and literacy skills.

II. UNITS OF STUDY

- Critical Literacy will incorporate the various core disciplines focusing on an essential question for each quarter:
- Communication Arts: How does imagination influence our understanding of ourselves and the world around us?
- Math: How are we impacted by data in our world?
- Science: How do science issues influence our society?
- Social Studies How do visual representations show the impact of historical issues on our world today?

III. LEARNING TARGETS

- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking and critical thinking skills.
- Students will purposefully write, read, discuss and react to multiple mediums of communication.
- Students will read, interpret, and critically analyze informational and literary text to question, examine or dispute the author's claims or message.
- Students will develop and support arguments with evidence supported by multiple sources and mediums.
- Students will read and discuss literary and informational text to understand human experience
- Students will read to acquire information

IV. DISCIPLINARY LITERACY

- Will be infused within units of study. See section II

V. 21ST CENTURY SKILLS

- Communication
- Collaboration
- Critical thinking/Problem Solving
- Creativity/Innovation
- Media Literacy
- Disciplinary Literacy

VI. SUMMATIVE ASSESSMENTS

- Students will complete a variety of formative and summative assessments.

VII. TEXTBOOK/MATERIALS

- Expository reading selections
- Daily Reading Practice, excerpts
- Tradebooks
- Narrative reading selections

SCIENCE

I. COURSE DESCRIPTION

The 7th grade science curriculum is an inquiry-based program, which integrates life, earth and physical sciences. The curriculum emphasizes concepts and skill development.

II. UNITS OF STUDY

- Human Biology and Health
- Cell and Heredity
- Environmental Science
 - matter, energy in organisms & ecosystems
 - interdependent relationships in ecosystems
 - natural selection & adaptations

III. LEARNING TARGETS

Students will:

- Ask questions & define problems
- Plan & carry out investigations
- Use mathematical & conceptual thinking to analyze data
- Engage in an argument from evidence
 - defend an explanation
 - collaborate with peers in searching for the best explanation
- Develop & use models
 - construct mental & conceptual models to represent & understand phenomena
 - use models to explain & predict behaviors of systems, or test a design
- Analyze & interpret data
 - use tables, graphs, spreadsheets, etc. to display & analyze data
 - recognize patterns in data & see relationships between variables
 - revise initial hypothesis when the data doesn't support it
- Construct explanations & design solutions
- Obtain, evaluate & communicate information
 - communicate findings clearly & persuasively
 - evaluate the validity of the findings of others

IV. DISCIPLINARY LITERACY

- Constraints, claim, evidence, reasoning

V. 21st CENTURY SKILLS

- Communication
- Collaboration
- Critical thinking/Problem Solving
- Creativity/Innovation
- Information Literacy
- Media Literacy

VI. SUMMATIVE ASSESSMENTS

- Science labs, quizzes, tests, and projects

VII. TEXTBOOK/MATERIALS

- Environmental Science, Prentice Hall
- Human Biology and Health, Prentice Hall

SOCIAL STUDIES

I. COURSE DESCRIPTION

Students will learn about European history from the Middle Ages through World War II. Starting with the Middle Ages students will learn how individuals rely and depend on each other in order to maintain structure. After the bubonic plague devastates most of Europe, culture is revived during the Renaissance. During the French Revolution students will learn how the absolute power of the monarchy caused a major revolution which brought about significant changes in France. The Industrial Revolution will expose students to many changes that occurred as a result of the rise of factories. WWI and WWII allow students to examine the causes and effects of war, and how these two significant world wars have greatly impacted many nations across the world.

II. UNITS OF STUDY

- Middle Ages
- Renaissance
- Industrial Revolution
- French Revolution
- World War I
- World War II

III. LEARNING TARGETS

- Students will identify the rise and fall of Feudalism in the Middle Ages
- Students will explain the major changes in art, science, religion during the Renaissance
- Students will evaluate the political, economic, and social causes of the French Revolution
- Students will describe the social, economic, and environmental, effects of the Industrial Revolution
- Students will analyze the growth of militarism, alliance system, and nationalism in the early 20th century, and how this led to WWI
- Students will identify the major leaders, events, causes, and effects of WWII
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking and critical thinking.

IV. DISCIPLINARY LITERACY

- Monarch, strike, industrialization, urban, rural, propoganda, nationalism, revolution, feudalism, alliances

V. 21st CENTURY SKILLS

- Communication
- Collaboration
- Critical thinking/Problem Solving
- Creativity
- Document Based Questions
- Agree/Disagree questions
- Google Resources (classroom, apps, etc)

VI. SUMMATIVE ASSESSMENTS

- Written assignments, quizzes, tests, projects, research paper

VII. TEXTBOOK/MATERIALS

- Related supplementary materials
- World History Connections to Today, Prentice Hall
- Supplementary books for each unit published by *Teacher Created Materials*

ALLIED ARTS – REQUIRED

FITNESS EDUCATION

I. COURSE DESCRIPTION

The grounding principles of fitness education will be expanded in grade 7 as students continue to explore and identify the importance of healthy fitness levels. Students will participate in a variety of activities that promote skill development, physical fitness and personal and social growth.

II. UNITS OF STUDY

- Team and Individual Fitness and Sports-Related Activities
- Fun with F.I.T.T. (Fitness Components, Comprehension, and Application)
- Cooperative Activities and Team Building
- Jump Rope Skills and Dance
- **Health related concepts including human growth and development**

III. LEARNING TARGETS

- Students will develop/maintain competency in a variety of movement skills in order to successfully participate in various physical activities that promote fitness.
- Students will use fitness assessments to set realistic and attainable personal fitness goals.
- Students will comprehend the benefits of physical fitness and how exercise improves physical health.
- Students will use critical thinking skills to solve challenges involving cooperative activities.
- Students will show value toward fitness education by displaying proper sportsmanship, communication and teamwork.

IV. DISCIPLINARY LITERACY

- sports skills, fitness terminology, goal setting, communication, cooperation, teamwork, creativity, F.I.T.T. Principle, lifetime family and social activities

V. 21ST CENTURY SKILLS

- Communication
- Collaboration
- Critical thinking/Problem Solving
- Creativity/Innovation
- Goal Setting

VI. SUMMATIVE ASSESSMENTS

- Quarter 1 Written Assessment (Team Fitness Activities, Fitness Testing Comprehension, and Goal Setting)
- FitnessGram Fitness Tests – Quarters 1, 2 and 4 (Push Ups, Mile Run, PACER, Curl Ups)
- Benefits of Fitness/F.I.T.T. Principle Written Assessment (Quarter 2)
- Progress Reflection Written Assessment (Quarter 3)
- Goal Setting Reflection Written Assessment (Quarter 4)

VII. TEXTBOOK/MATERIALS

- Proper athletic footwear
- Templeton gym uniform
- SCHOOL LOCK (must be purchased at TMS)

ALLIED ARTS ELECTIVES

(* Required – Exploratory Classes

9 Weeks Each:

- Exploratory German
- Exploratory Spanish
- Exploring World Cultures
- Gateway to Technology & Engineering

\$4.00 fee charged for World Language Listening Lab

Alternate Day Elective Options

Alternates with Fitness Education

Art

Grade 7 Art will provide a rigorous curriculum integrating content skills such as math, language arts, science, and social studies, while students are creating artwork and becoming familiar with artists and a variety of artistic genre.

Chorus

Grade 7 Chorus is an intermediate level performance based class. No audition or previous experience is necessary. Students in Chorus will be required to participate in occasional evening performances throughout the year.

Family & Consumer Education (F/CE)

Topics covered in 7th grade Family and Consumer Education are: basic cooking and nutrition. Students will gain a deeper understanding of how to read recipes, measure ingredients correctly, follow step by step direction, and work cooperatively while cooking. In the nutrition unit students will evaluate MyPlate as well as the benefits of each nutrient, participate in inquiry research and prepare healthy meals. Students will also analyze nutritional value of recipes.

Instrumental Music (Band-Intermediate)

7th grade instrumental music expands on the principles and skills learned in the 6th grade band experience. Through this, students are exposed to a large variety of styles and genres of music. The program is two-phased consisting of like instrument group lessons and full instrumental band. Band lessons are scheduled during the school day. Students will miss portions of other classes to participate in lessons.

Students must have previous band experience, either through participation in 6th grade band, private lesson instruction, or permission from the instructor.

Students are required to participate in occasional after school rehearsals, two evening concerts, and the Wisconsin School Music Association District Solo/Ensemble competition.

Please note: Per requirements of Response to Intervention (RtI):

- Students scoring at or below the 40% in reading or math on Measure of Academic Progress (MAP) testing will be considered for RD/MA Intervention Support, during the Advisement period.
- Students receiving U's in academic core classes and/or students with a cumulative GPA of 1.5 or lower may also be placed in Structured Study, a guided study support class, in lieu of an allied arts or elective class.