PACIFIC CREST MIDDLE SCHOOL

2016-2017 CURRICULUM GUIDE

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Vision

Where identity and relationships are foundational to learning and living in a caring community.

Mission

Pacific Crest Middle School exists to empower students as creative thinkers, responsible decision-makers, and engaged members of society through practices that place the learner at the core of instruction.

Equity Statement

The staff of Pacific Crest Middle School has the inherent responsibility and power within our jobs to create equitable access to a powerful and engaging education for each student regardless of race, ethnicity, gender, language, ability, or socioeconomic status. We believe that all students can achieve, and when students do not, we must claim and own this failure as a deficiency of our institution and not a deficiency of the student or family.

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Curriculum Guide 2016-2017

Guiding Principles

- Understanding who you are is key to developing relationships and building community.
- Parents are children's first teachers and are essential partners in the education of all students.
- The skills of creativity, communication, collaboration, critical thinking, and cultural competence are imperative for the development of 21st century learners.
- The world around us can be explored through systems thinking. Studying systems helps us to understand both the interrelated parts as well as the whole. Scientists, mathematicians and artists use system thinking when they: observe, collect, compare, and analyze parts and patterns.
- The basis of learning is storytelling. We make meaning of the world through the sharing of story. Story provides context and perspective. Everyone has a story to tell, so we have an obligation to listen.
- Writing is an embedded practice. In order to explore new ideas and concepts as well as engage in self-reflection, students and adults will write frequently.
- Play and physical activity are critical to health and support learning.
- The wider community provides opportunities for authentic learning. Service and project-based learning engages students in their communities, fosters academic excellence, and promotes positive behaviors.
- Teaching and learning requires ongoing collaboration, inquiry, innovation and risk-taking through sustained relationships and shared learning.

Curriculum Overview

At Pacific Crest Middle School, students are scheduled into Learning Communities of roughly 60 students. Each Community has two teachers: a Science teacher and a Humanities teacher. Community time meets for three (3) consecutive periods for the purpose of integrating content from Science, Social Science, and English Language Arts. Our goal is to create learning environments that support and develop the social, emotional, and academic needs of each student by making learning relevant.

In addition to Community classes, students also take Exercise Sports Science and Math as core courses. Students can then choose between two of three elective courses: (a) Music, (b) World Language, and (c) Art, Design, and Leadership (semester classes).

Humanities

6th Grade Humanities

Humanities class is a blend of Language Arts and Social Studies. Through the exploration of ancient civilizations, students will learn to think, read, write, collaborate and communicate like social scientists. We will also use a reading and writing workshop format to create a community of readers and writers, increase reading and writing skills, and foster enjoyment of these arts.

At the end of this course, students will be able to:

- Use geography skills to better understand history and how geography affects settlement patterns and culture.
- Apply the concepts of civilization and culture to the study of ancient civilizations.
- Gather and analyze evidence, make inferences, and form hypotheses or arguments.
- Support a hypothesis or argument with relevant evidence.
- Collaborate successfully and communicate effectively in a wide variety of formats and for varied purposes.
- Read and understand a variety of genres (nonfiction, poetry, short stories, fiction, etc.)for a variety of purposes.
- Read complex texts and use note-taking strategies that match their purpose for reading.
- Analyze, discuss and write about the texts they read.
- Write powerful personal narratives, convincing arguments and informative research.

7th Grade Humanities

In 7th grade Humanities students will explore their role in society- both globally and locally. Using an interdisciplinary approach, students will examine themes of humanity through the study of historical and geographical patterns, contemporary issues, and literature. Humanities blends the English Language Arts curriculum with the Social Studies curriculum in order to build relevance, focus on cross-cutting themes, and provide increased opportunities for project-based learning. In Humanities, students will read and write for a variety of tasks, purposes, and audiences. With an eye on the world, students will analyze how written expression is used to inform, inspire, and influence others and how different points-of-view contribute both positively and negatively, to the complex relationships within a society and between societies. The global patterns will consistently be connected to the students own Bend and PCMS community.

At the end of this course, students will be able to:

- Evaluate and synthesize multiple sources (primary and secondary documents, literature, maps, graphs, and data) and use them to make and support claims about complex events, issues, and ideas.
- Write in a variety of formats to communicate ideas and to reflect on their thinking.
- Interpret and connect a variety of literary and informational texts.

8th Grade Humanities

The story of a nation is not only told in the history books; it is also found in the diaries and letters, novels and memoirs, and art and architecture of its people. In 8th grade Humanities, students will explore the story of America's early years and its connections to our modern society and themselves using an interdisciplinary, thematic approach. The interdisciplinary approach combines the English Language Arts curriculum with the Social Studies curriculum. Using themes to connect the history page to the pages of literature enables students to explore how different people, places, ideas, and institutions shaped the development of American society while helping them explore their own developing identities. Throughout the year, students will read and write for a variety of tasks, purposes, and audiences, exploring the power of the written and spoken word to inform, persuade, and transform people.

At the end of this course, students will be able to:

- Evaluate and synthesize multiple sources (primary and secondary documents, literature, maps, graphs, and data) and use them to make and support claims about complex events, issues, and ideas.
- Write in a variety of formats to communicate ideas and to reflect on their thinking.
- Interpret and connect a variety of literary and informational texts.

Science

The sixth-grade science course is designed to introduce students to the nature of science through hands-on inquiry based exploration. This course includes the concepts that scientific explanations are (1) based on logical thinking; (2) subject to rules of evidence; (3) consistent with observational, inferential, and experimental evidence; (4) open to rational critique; and (5) subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions. It's the spark of discovery that assists students in becoming curious lifelong learners who grow in their understanding of the world.
Through the exploration of grade level content in Earth science, biological science, physical science, and engineering and design, students will be able to:

- Ask questions and define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematical and computational thinking
- Construct explanations and design solutions
- Engage in argument from evidence
- Obtain, evaluate, and communicate information

The seventh-grade science course is designed to expand students understanding of the nature of science through hands-on inquiry based exploration. This course includes the concepts that scientific explanations are (1) based on logical thinking; (2) subject to rules of evidence; (3) consistent with observational, inferential, and experimental evidence; (4) open to rational critique; and (5) subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions. Course work will include organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error.
Through the exploration of grade level content in biological sciences, physical sciences, Earth sciences and engineering and design, students will be able to:

- Ask questions and define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematical and computational thinking
- Construct explanations and design solutions
- Engage in argument from evidence
- Obtain, evaluate, and communicate information

The eighth-grade science course is designed to continue to enhance the students understanding of the nature of science through hands-on inquiry based exploration. This course includes the concepts that scientific explanations are (1) based on logical thinking; (2) subject to rules of evidence; (3) consistent with observational, inferential, and experimental evidence; (4) open to rational critique; and (5) subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions. Course work will include higher level organization and mathematical analysis of data, further manipulation of variables in experiments, and more practice in identifying sources of experimental error.
Through the exploration of grade level content in Earth science, biological science, physical science, and engineering and design, students will be able to:

- Ask questions and define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematical and computational thinking
- Construct explanations and design solutions
- Engage in argument from evidence
- Obtain, evaluate, and communicate information

Math

Math 6 - (Introduction to Algebra and Geometry)
Mathematics will focus on four critical areas: (1) using ratio and rate to solve real world problems; (2) understanding fraction operations (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Students will apply their knowledge of the topics to solve real world problems such as using percents to find the prices of items and finding the area and perimeter of different shapes.

At the end of this course, students will be able to:
- Make sense of problems and persevere in solving them
- Construct viable arguments and critique the reasoning of others
- Model with mathematics both quantitatively and abstractly
- Use mathematical tools and technology

Math 7 - (Pre-Algebra)
Instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships to solve real world problems; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

At the end of this course, students will be able to:
- Make sense of problems and persevere in solving them.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics both quantitatively and abstractly
- Use appropriate technology and tools strategically.

Math 8 - (Algebra)
Instructional time will focus on three critical areas. (1) formulating and reasoning about expressions and equations and solving linear equations and systems of equations within the context of real world problems; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two and three dimensional space and figures using distance, angle, similarity, and congruence and understanding and applying the Pythagorean Theorem.

At the end of this course, students will be able to:
- Make sense of problems and persevere in solving them.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics both quantitatively and abstractly
- Use appropriate technology and tools strategically.

Exercise Sport Science

The Exercise & Sport Science Department at Pacific Crest Middle School will strive to provide each student an opportunity to develop into a physically educated person; one who understands the importance of moving more, eating better, increasing healthy social interactions, and mindfulness for oneself & others. We strive to implement this philosophy in a personal and non-threatening manner so that each student can achieve success. We accomplish this goal by offering a well-balanced program that meets and exceeds all district, state and national standards. The Health curriculum will be integrated with Exercise Science. Teachers will work together to share students and space. The work will be designed to encourage student growth in the area of social emotional learning, while incorporating age appropriate health topics. These topics will be designed around the adopted Bend La Pine Schools health curriculum learning targets. These are specific to grade level and are aligned with the state health standards.

At the end of this course, students will be able to:

- Consistently demonstrate high level effort, enthusiasm and engagement
- Consistently apply content of learning targets to activities, labs, and other ESS activities
- Demonstrate leadership skills in the following areas: communication skills, being proactive, social responsibility, respect for others and self
- Demonstrate consistent awareness of safe behavior for self and others
- Apply knowledge of strategies, principles, tactics, and concepts related to movement and performance

Sixth Grade

Students will be given the opportunity to discover how their body works and explore their strengths and weaknesses in a curriculum that revolves around exercise science components. Each day students will participate in one of the following curriculum components. These components will be designed around facility and time of year (weather).

- Exercise Science - Students work in the Exercise Science Lab to test and measure themselves in each area of fitness. Student data will be entered using student iPads.
- Cardiovascular Fitness - Students have the opportunity to participate in a 1.5 mile time run.
- Rhythm, Movement & Flexibility - Introduce and refine skills through various types of movement and basic coordination. (Yoga, dance, jump rope)
- Muscular strength and endurance techniques and principles are presented in a format to help students understand the value of attaining and maintaining a healthy body.
- Basic Skills - Explore the basic skills of hand-eye-coordination. Catching, throwing, striking, etc.

6th Grade Theme - "Who am I?"
Sixth Grade Goals & Objectives:

- Develop personal character & identity. (ESS & Health)
- Develop an intrinsic value for a healthy and active lifestyle. (ESS)
- Students will discover and understand how their bodies work as related to a healthy and active lifestyle by developing and maintaining a personal portfolio. (ESS)
- Students will attain basic skills, cardiovascular fitness, and upper and lower body strength that can be applied to various movement settings. (ESS)
- Students will learn to appreciate 'Play' and ultimately become individuals who 'Love to Play'. (ESS)
- Students will learn how to become engaged followers and will be required to participate in the 8th grade chosen leadership project. (ESS & Health)

Seventh Grade

The three areas of Exercise Science, Cardiovascular Fitness and Muscular Strength & Endurance will continue to be vital components of our curriculum, while incorporating the following three new components:

- The Adventure Academy
- Individual Sports
- Cooperative Games

7th Grade Theme - "Personal Development"
Seventh Grade Goals & Objectives:

- Develop communication, critical thinking, self-esteem & leadership skills through risk related activities. (ESS & Health)
- Students will build on skills and principles taught in sixth grade to find success in activities that are "individual" in nature. (ESS)
- Students will continue to maintain a personal portfolio with a strong emphasis on physical training and setting physical goals. (ESS)
- Students will learn to appreciate variety in play. (ESS)
- Students will learn how to analyze influences in everyday life. (Health)

Eighth Grade

The skills developed in both sixth and seventh grades are taken to a more advanced level during the 8th grade year. Students continue to challenge their cardiovascular fitness levels and progress in Muscular Strength & Endurance and they continue their personal portfolio in the Exercise Science lab. A larger emphasis on group dynamics and leadership in Adventure Academy will continue to be an important part of the skills that eighth grade students focus on to help build stronger social emotional skills. During this year we will also focus on team and individual activities that can be played for a lifetime. For example, volleyball, basketball, pickleball, and golf.

8th Grade Theme - "Activity for Life"
Eighth Grade Goals & Objectives:

- Students will learn how to make decisions as a leader and work with a team to solve problems. (ESS & Health)
- Students will reach a level of social development that lends them to be contributing and positive members of a group. (ESS & Health)
- Students will improve and maintain physical fitness for the purpose of improving physical and mental well being. They will develop personal plans based on principles of exercise, cardiovascular fitness, strength training, nutrition and an understanding of how their bodies work by evaluating the information compiled in their personal portfolio over the three previous years. (ESS & Health)
- Students will demonstrate the ability to use decision-making skills to enhance health. (Health)
- Students will demonstrate the ability to advocate for personal, family and community health. (Health)

World Language

Spanish 1 is taught over the course of two years.
The focus of this course is to develop basic communication skills of speaking, reading and writing in the target language on a variety of familiar topics. Upon completion of this course, students will understand how to use the language both within and beyond the classroom in order to interact and collaborate in their community and the globalized world.

In Spanish 1A these familiar topics include personal and family information, personal likes and dislikes, what happens during and after school and food preferences.

In Spanish 1B these topics include healthy activities and food choices, exploring communities near and far, accepting and declining invitations to activities and events and describing where we live.

At the end of this course, students will be able to:
- Comprehend verbal language from a variety of authentic sources
- Comprehend print and digital material from a variety of authentic sources
- Understand and respond to what others say
- Write ideas and information for an audience
- Speak to an audience about basic ideas and information

French 1 is taught over the course of two years.
The focus of this course is to develop basic communication skills of speaking, reading and writing in the target language on a variety of familiar topics. Upon completion of this course, students will understand how to use the language both within and beyond the classroom in order to interact and collaborate in their community and the globalized world.

Students taking French 1A will learn how to introduce themselves, ask and answer simple questions, develop basic conversational skills and get a global awareness of the francophone world.

Students in French 1B will continue to work on their conversational skills in a much wider variety of contexts as well as explore and discuss cultural differences.

At the end of this course, students will be able to:
- Comprehend verbal language from a native speaker.
- Understand and respond to what others say.
- Speak in front of an audience.
- Improvise a conversation.

Japanese 1 is taught over the course of two years.
The focus of this course is to develop basic communication skills of speaking, reading and writing in the target language on a variety of familiar topics. Upon completion of this course, students will understand how to use the language both within and beyond the classroom in order to interact and collaborate in their community and the globalized world.

In Japanese 1A these familiar topics include personal and family information, personal likes and dislikes, what happens during and after school and learning the first writing system, Hiragana.

In Japanese 1B these topics include healthy activities and food choices, exploring communities near and far, accepting and declining invitations to activities and events and describing where we live. We will also learn the second writing alphabet, Katakana.

At the end of this course, students will be able to:
- Comprehend verbal language from a variety of authentic sources.
- Comprehend print and digital material from a variety of authentic sources.
- Understand and respond to what others say.
- Write ideas and information for an audience.
- Speak to an audience about basic ideas and information.

Art

Art 101 - Intro to Art
****6th Grade Year****

Intro to Art is a semester-based studio art class that kicks off our school's Visual Arts program. What sets Art 101 apart is our larger focus on "How to be an Explorer of the World". Your mission as student-artists is to document and observe the visual world around you. You will keep a creative art-journal where you will record your explorations. You will be introduced to the Elements of Art, which are basically the "toolbox" for creating and understanding art. You will experiment with various mediums as you explore your creative side, and grow as explorers and artists. Be ready to proceed with curiosity!

At the end of this course, students will:

- Be able to describe the Elements of Art and how they are used to make artwork
- Have a solid foundation of art vocabulary and aesthetics
- Understand the importance of art in the world, and be able to read, respond and connect to it
- Have explored the idea of how the process of creating is equally important as the final outcome
- Confidently communicate visually and justify artistic choices they have made in a work

Art 102 - Future Art
****7th/8th grade blend****

This semester's artistic exploration will include both traditional and contemporary future-based art. We will discover different art methods, non-traditional materials, installation art, social commentary art such as Barbara Kruger, and digital art. Along with skills and techniques you will expand your art vocabulary with the Elements of Art and Principles of Design. You will also keep an art journal to collect the observations you make, practice art techniques, and plan your artwork. Be ready to dissect and make art outside of the traditional box.

At the end of this course, students will:

- Have extensive knowledge of art vocabulary and aesthetics
- Understand the importance of art in the world, and be able to read, respond and connect to it
- Have explored the idea of how the process of creating is equally important as the final outcome
- Be able to confidently communicate visually and justify artistic choices they have made in a work

Design and Modeling

Intro to Design and Modeling (Year 1)

Many future career choices for today's middle schoolers will involve STEAM (Science, Technology, Engineering, Art, Math). An understanding of engineering and technology and their impact is essential to today's students and our future society. In this semester-long course, students will learn and apply the design process. Students will investigate the conceptual and professional pathways of engineering in order to design, prototype, and test new creations using a 3-D computer aided drafting tool called AutoDesk Inventor. Students will leave this class ready to design and assemble more complex solutions to real-world design problems.

At the end of this course, students will be able to:

- Explain the wide variety of professions that use the components of STEAM
- Use precision measuring tools such as the caliper
- Work collaboratively to apply the design process
- Follow precisely a multistep procedure when performing technical tasks
- Design and create part files in Autodesk Inventor such as a puzzle piece.

Design and Modeling (Year 2)

In this semester-long course, students will be designing solutions to real-world problems. They will gain a deeper knowledge of AutoDesk Inventor. In particular, they will be able to create more intricate designs that require the assembly of individual parts. Students will also be able to depict their ideas in detailed sketches as well as orthographic representations using Autodesk Inventor. Students will leave this class ready to address and design solutions to real-world problems that affect our community.

At the end of this course, students will be able to:

- Work collaboratively to apply the design process
- Follow complex multistep procedures when performing technical tasks on Autodesk Inventor
- Depict CAD models in isometric and orthographic projections
- Draw models using one- and two-point perspective
- Design and create part and assembly files in Autodesk Inventor
- Design a playground structure and model it on Autodesk Inventor.

Leadership

Leadership

This course teaches students to be positive change agents. Students will explore the essential question: *How do leaders effectively communicate?* Through this course students will gain a better understanding of their true leadership potential by focusing on goal setting and exploring the influence and potential of effective communication.

Students will also help to lead service learning projects in order to promote a positive and productive school climate. Throughout the course, students will participate in class activities that will demand their best effort. Students are required to complete ten hours (10) of community service during the semester. These hours must be completed outside of the regular school day.

At the end of this course, students will be able to:

- Communicate effectively in large and small groups
- Use various mediums of communication and practice engaged listening and questions strategies
- Formulate and employ personal goals
- Plan and implement community service projects

Music

Beginning Band (6th Grade Year)

Beginning Band is a place where students will be allowed to explore the world of instrumental music through their performance on a traditional band instrument (flute, clarinet, saxophone, trumpet, trombone, tuba, or percussion). The key focus will be on quality of sound, technique, and musicality. We will play a variety of musical styles, and genre.

At the end of this course, students will be able to:

- Count rhythms using whole, half, quarter, eighth notes, and rests
- Play approximately 1.5 octaves of notes on an instrument
- Play in the key of Concert B-flat and E-flat
- Demonstrate through playing an understanding of genre like march or ballad
- Demonstrate through performance how to play with proper intonation and control

Advanced Band (7/8)

In Advanced Band, we will be working on the same core concepts as Beginning Band with an emphasis on band literature as our teaching model. We will pull music from different nationalities, genre, and tonalities, and increase our proficiency on our core concepts. We will break down our core concepts to include tone, intonation, blend and balance, articulation, rhythm and precision, facility, dynamics, phrasing, interpretation, and style.

At the end of this course students will be able to:

- Count rhythms using whole, half, quarter, eighth, sixteenth notes, and rests
- Play the following keys from memory (A-flat, E-flat, B-flat, F, C, and G)
- Play a 1.5 octave chromatic scale using correct and appropriate chromatic fingerings.
- Perform in the correct style (Marcato, legato, ballad, etc)
- Perform at a OMEA or COMEA approved festival where certified judges will critique the performance
- Perform at least 3 concerts either at PCMS or other venues

Orchestra

Beginning Orchestra is designed to teach students the fundamental skills for playing violin, viola, cello, or bass. Students will learn how to hold and use the bow as well as the instrument. They will also learn to read music and rhythm. Students will participate in three concerts throughout the year. Instruments are available to rent through the school.

Camerata is an upper level orchestra for students who have played for at least one year. Students must be proficient in note reading and comfortable in first position on all 4 strings. Students will explore different styles of music while learning more advanced skills on their instruments. There are concerts and festivals scheduled throughout the year. Instruments are available to rent through the school.

Choir

Choir is open to all students with or without previous singing experience. A wide variety of music is studied and performed. Performance opportunities at concerts and festivals are a part of this class. Emphasis is on skill, musicianship and character development.