



# **Chief Kanim Middle School Parent Handbook**

**2016-2017**

**Chief Kanim Middle School**  
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# **Welcome to Chief Kanim Middle School!**

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The principles that guide our work, our efforts & our achievement are our Core Covenants. They identify our fundamental purpose, clarify our vision, focus our collaborative efforts, and guide our direction. They are a collective commitment where action is visible and demonstrates, “This is what we believe, and this is what you will see. This is our identity and what we are known for.”

## **C.A.R.E.**

**Commitment Accountability Respect Excellence**

For

Students Staff Parents

# **Learning and Academic Services**

## **Student Learning**

We strive to focus on our students' needs through:

- Student scheduling designed to focus daily on core subject areas (language arts, literature, math, science, social studies).
- Exploratory courses offering students a variety of experiences in fitness, health, technology, art, band, choir, music experiences, and STEM.
- Connecting students to school, showcasing the purpose of school, and balancing students' personal needs through relationships, respect, and school structure & culture.
- A welcoming and inviting partnership with our parents and community.
- Staff teaming to monitor student progress, coupled with dedicated intervention programs to address individual academic concerns.
- Collaborative processes are embedded into the daily school routine and school culture. The staff is part of a collective effort to advance the school's capacity to help all students learn.
- Effectiveness is judged on the basis of results through ongoing assessment of student achievement and proficiency.

## **Learning Opportunities**

The focus on student learning drives us to reflect on how the curriculum, instruction and assessment align to state standards & grade level expectations to direct what students are expected to know and to be able to produce.

- Students at each grade level are assigned to an interdisciplinary team of teachers for core instruction.
- Each team actively collaborates to design curriculum and establish consistent practices and common language designed to enhance student learning and accountability.
- Educational specialists and adult instructional assistants provide quality instructional support for students in need of academic support.
- Additional academic support is designed through our **7th period** intervention classes to ensure students receive additional time and support for learning in areas they have demonstrated a need for growth.

- Chief Kanim Middle School functions around a quarter schedule for the academic core program and the rich and varied exploratory program that includes art, band, choir, technical/STEM education, health/fitness, and music experience.
- We strive to provide experiences through these programs, including our academic clubs, athletics and the arts that are influential in developing positive personal characteristics, team work, sportsmanship and a competitive spirit.

### **Student Placement**

We build our master schedule anew every year, based on our students' skills and performance. As such, there are a number of elements that we consider when developing student schedules. We look at the student's previous standardized test scores (the math, reading, and writing assessments (fall and spring), classroom performance, the previous placement, and teacher recommendation. We offer skill-leveled classes in Math. Social Studies, Language Arts, and Science classes are heterogeneously grouped. Our goal is to place your child in classes best fitting his/her needs. We want to help all students stretch and succeed. Strong study habits and parent support will increase your child's success.

### **Intervention**

One of our main goals is to empower all of our students with the necessary academic to become proficient and successful students. We recognize the importance of meeting all students' individual needs and providing early intervention to students in need of extra support.

At CKMS, we have intervention classes for students who do not meet standard on the Smarter Balance Assessment. These classes has proven their effectiveness as we have seen improvements in our students' classroom performance, school-appropriate behavior, and self-esteem.



## Sixth Grade Academic Core and Exploratory Course Offerings

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### **Academic Core Course Descriptions**

- Language Arts
- Science
- Mathematics
- Social Studies

### **Exploratory Course Descriptions**

- Intro to Fitness/Sports
- Social Health
- Band
- Choir
- Art Exploration
- Tech/Intro to Coding
- Digital Media

### **The Sixth Grade Team**

Our teachers and support staff are:

- Dyame Lemming      Language Arts, SS
- Amanda Adcox      Language Arts, SS
- Anna Kerlee      Science
- Curtis Betzler      Science
- TBD      Language Arts, SS
- Mickey Fowler      Math
- Chris Blake      Math
- Tony Manjarrez      Language Arts, SS
- Chriscentia Maralack      Special Education

Teachers may be contacted during their planning time  
from 12:31pm- 2:00pm (M-TH); 9:57am - 11:00am (F)

## **Language Arts/ Literature**

Our language arts and literature program includes a variety of skills needed to enhance reading comprehension and the ability to communicate through writing. Students are introduced to a diverse selection of literature and authors. Through the use of our selected textbook, supplemental novels, short stories, and essays students are challenged to approach story with depth. Writing focuses on two general themes, Expository and Narrative. The Expository unit is centered around organization/purpose, evidence/elaboration and conventions. The Narrative unit focuses on plot, setting, dialogue, character development, and conventions.

### *Resources:*

- *Elements of Writing*. Holt, Rinehart, Winston.
- *Jane Schaffer Writing Model*
- *Timeless Voices, Timeless Themes*. Prentice Hall
- *Readers' Workshop*

## **Science**

Students study four modules via a hands-on approach to learning. The modules are the Variables, Diversity of Life, Planetary Science, and Light/Energy Transfer. By engaging in group activities, individual assignments, and multiple lab experiments, students learn to evaluate, analyze, and apply the scientific method in order to solve problems. Emphasis is placed on design of experiments and creative problem solving.

### *Resource:*

- *Full Option Science System (FOSS)*. LHS, Delta Education
- *National Science Resources Center (NSRC)*. Carolina Biological Supply Company

## **Math**

Common Core has a greater focus on fewer topics. This ensures students have a strong foundation before moving to the next level of difficulty.

Additionally, students will find:

- New material that requires new vocabulary, strategies and sequences from level to level
- Increased rigor. Requiring students to know concepts, apply fluency and procedural skill that can be used in real world situations.
- Students will be required to explore their thinking connections and be able to explain their reasoning

## **Common Core 6—CORE**

Common Core 6 addresses all of the 6th grade standards as outlined by the Common State Core Standards. This course emphasizes rigor and real world relevance while teaching the Standards for Mathematical Practice.

Students will study content in the following areas:

- Exponents and Order of Operations
- Multi-Digit Computation, Factors, and Multiples
- Fraction Operations
- Decimal Operations
- Algebraic Expressions and Properties
- Equations and Inequalities
- Area of Polygons
- Volume and Surface Area
- Ratios, Rates, and Proportional Reasoning
- Rational Numbers
- Statistics and Measures of Center and Variability
- Statistical Displays and Their Attributes

## **Common Core 6/7—ACCELERATED**

Common Core 6/7 addresses all of the 6th grade standards and the first part of the 7th grade standards as outlined by the Common State Core Standards. This course emphasizes rigor and real world relevance while teaching the Standards for Mathematical Practice. Students will study content in the following areas:

- Numerical Expressions and Factors
- Fractions and Decimals
- Algebraic Expressions and Properties
- Areas of Polygons
- Ratios and Rates
- Integers and the Coordinate Plane
- Equations and Inequalities
- Surface Area, Volume, and Nets
- Statistical Measurements
- Data Displays
- Integers
- Rational Numbers
- Proportions
- Percent

## **Common Core 7/8—EXCEPTIONAL**

Common Core 7/8 addresses most of the 7th grade standards, and most of the 8th grade standards as outlined by the Common State Core Standards. This course emphasizes rigor and real world relevance while teaching the Standards for Mathematical Practice. Students will study content in the following areas:

- Integers
- Rational Numbers
- Expressions and Equations
- Inequalities
- Ratios and Proportions
- Percent
- Constructions and Scale Drawings
- Circles
- Surface Area and Volume of all solids
- Probability and Statistics
- Transformations, Angles, and Triangles
- Graphing Linear Equations
- Systems of Linear Equations
- Functions
- Real Numbers and the Pythagorean Theorem
- Data Analysis and Displays

## **Social Studies**

The focus of our sixth grade study is Ancient Civilizations using an interactive curriculum. Through selected content, students will be asked to use critical thinking skills to develop strategies for problem solving. They will also learn how the lessons of human nature's past can inform decisions today to improve our experience here on earth.

*Resources:*

- *History Alive*. The Ancient World. 2004
- *Ancient Civilizations*. Harcourt Brace. 2000
- *The Story of Western Civilization*
- *The Egyptian News*. Scholastic. 1997
- *Pharaohs and Pyramids*. The Usborne. 1997

## **Technology**

As our school district has placed an emphasis on technology; the sixth grade teachers at Chief Kanim collaborate to create, adapt, and research ways to integrate the benefits of technology into the classroom. Through alchemy of content knowledge, effective teaching practices, and professional development our teachers continue to learn about, apply and utilize technology in the classroom.



## 6<sup>th</sup> Grade Exploratory Courses

Students have two exploratory periods. In one period students can choose a full year of band or a full year of choir. The other period will be a quarter rotation of units taught by the exploratory teachers. For students not taking band or choir, they will experience quarter rotations for two periods.

•Terry O'Brien	Digital Technology
•Dave Bettine	Tech./Intro to Coding
•Julie Lagace	Art
•Theresa Frank	Physical Education, Health
•Haley Smith	Band
•Joyce Kjorsvik	Physical Education, Health
•Tony Schlotfeldt	Physical Education
•Laura Thompson	Choir

Teachers may be contacted during their planning time from 11:49am-12:28pm (M-TH); 12:06pm-12:36p (F)

### Introduction to Fitness

The sixth grade fitness curriculum utilizes a variety of fitness activities, team sports, and lifetime activities that promote physical activity, reinforce good character, and relate to student interests. Units taught include but are not limited to the following; team sports, (flag football, soccer, basketball, etc.) individual/outdoor activities, (dance, racquet sports, bowling, geocaching, orienteering, golf, rock climbing) fitness (cross training, cardiovascular conditioning, beginning resistance training, Zumba through x-box Kinect). Students typically receive three unit specific days and two fitness days per week.

### Social Health

Topics in 6<sup>th</sup> grade health include basic health and wellness concepts, learning about decision making and refusal skills. Students will be learning about how to be a good friend and how peers influence our decisions. Harassment and bullying are discussed as well as units on tobacco, and the environment, HGD, including HIV and Aids instruction are also covered per OSPI requirements. Classroom projects include the use of technology and a variety of apps.

*Health Resources:*

- Human Growth and Development/FLASH* Curriculum
- KNOW*. State Mandated AIDS Curriculum
- Teen Health*, Glencoe

## **Band**

### **1<sup>st</sup> Year band students**

First year band students CKMS offer a special beginning band class during the school day for **any** incoming 6<sup>th</sup> grader who would like to join the band program! This class will feature an instrument-specific evening in the fall to give students time to gain instruction from a professional musician who plays their instrument of choice. Students meet daily during the school day and participate in three full-band evening concerts. Curriculum includes instrument technique, scale memorization, performance skills, music theory, music history, concert etiquette, and listening skills. All 6<sup>th</sup> graders are eligible to audition for Jazz I and Jazz II.

### **6<sup>th</sup> Grade Band (2<sup>nd</sup> Year band students)**

6<sup>th</sup> Grade band is a year-long performance-based course that focuses on improving musicianship individually and within the ensemble. Students meet daily during the school day and participate in three full-band evening concerts. Curriculum includes performance skills, music theory, music history, concert etiquette, listening skills, and mastery of the Ab, Bb, and chromatic scales. All 6<sup>th</sup> graders are eligible to audition for Jazz I and Jazz II.

## **Choir**

6<sup>th</sup> Grade Choir is a performance based class with a focus on building musical knowledge, vocal technique, and independence while singing music in 2 and 3 part harmony. Students will also learn how the voice works and will work toward forming good singing habits that support life-long vocal health. The 6<sup>th</sup> grade choirs will perform at 3 concerts during the year and have the opportunity to go on a field trip.



## **Art Exploration**

Art Exploration offers students the opportunity to express creativity through a variety of media including drawing, painting and ceramics. Art elements, composition and design are introduced and students are encouraged to develop their sense of art appreciation.

### **Tech./ Introduction to Coding**

Intro to Coding is a 9 week course that explores basic coding logic and program design using block-style coding logic. Programming is learned using Code.org and Scratch.MIT.edu. Students work at their own pace to complete a series of increasingly complex projects. The courses are designed to provide students with approximately 45 hours of coding practice during a quarter. There is no homework. Students wishing to advance beyond the basics are given opportunities to explore programming languages of their choice (with instructor's approval) and encouraged to begin writing their own code.

Focus is placed on learning-by-doing and an inquiry-based approach. Students are encouraged to work together in order to solve coding problems and discover solutions.

### **6<sup>th</sup> Grade**

#### **Digital Technology**

This course is designed to introduce students to the creation of digital media using good design principles. Students use a variety of digital tools to produce media projects collaboratively and independently. Students learn to use these tools for class, school and personal needs to emphasize voice, ideas and communication. Projects include graphic design, animation and fundamental software applications.



**Seventh Grade  
Academic Core and  
Exploratory Course Offerings**

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**Academic Core  
Course Descriptions**

- Language Arts
- Science
- Math
- Social St./WA St.

**Exploratory  
Course Descriptions**

- Fitness for Life
- Band
- Choir
- Art Around the World
- Digital Technology
- Gateway to Tech
- Physical Health

**The Seventh Grade Team**

Our teachers and support staff are:

- Casey Brogden      Science
- TBD                      Science
- TBD                      Math/SS/Sci
- Sarah Sarieedine      Language Arts
- Paula Young-Keeffe    Social Studies
- Jared Carter            Math
- Alison Means            Math
- Diana Gere              Special Education
- Ben Miller                Social Studies
- Tara Bui                  Language Arts

Teachers may be contacted during their planning time  
from 9:17am-10:46am (M-TH); 8:51am-9:54am (F)

## **Language Arts**

On completion of their 7th grade year, students can write three forms of writing that correlate to CCSS– narrative, explanatory/expository and argumentative essays with a variety of elaboration strategies. This requires the understanding and application of:

- using the steps of the writing process including prewriting, drafting, revising, editing and publishing
- seeking and valuing feedback from others
- demonstrating competency in formation of ideas, organization, conventions, voice, word choice, and sentence fluency
- writing for a variety of purposes and audience.
- approaching writing with confidence in their ability to communicate effectively and efficiently
- beginning literary cite-based literary analysis using college rules and the “Structured Writing” approach

7th grade students also enhance reading comprehension and are engaged in a variety of skill-based lessons with special emphasis on: comprehension strategies, AVID-based reading strategies, vocabulary instruction across the content areas, as well as collaborative discussions intended to deepen student’s knowledge of theme, figurative language and elements of plot.

As a cornerstone of this approach it is assumed that students will be reading a book at all times either as a whole class, as book group or individually. At a minimum, students will need to read at home for 15 minutes.

*Resources:*

- *Literature: Timeless Voices, Timeless Themes.* Prentice Hall
- *Readers’ Workshop, Writer’s Workshop & Literature Groups*
- *Whole Class Novels, Outside Reading (student choice novels)*
- *Six Trait Writing*
- *Step Up to Grammar, Wordly Wise (vocab)*

## **Science**

Students study four modules via a hands-on approach to learning. The modules are the Models and Designs, Force and Motion, Earth History, and Populations and Ecosystems. By engaging in group activities, individual assignments, and multiple lab investigations, students learn to evaluate, analyze, and apply the scientific method in order to solve problems. Emphasis is placed on design of experiments and creative problem solving.

*Resource:*

- *Full Option Science System (FOSS).* LHS, Delta Education

## **Math**

Common Core has a greater focus on fewer topics. This ensures students have a strong foundation before moving to the next level of difficulty.

Additionally, students will find:

- New material that requires new vocabulary, strategies and sequences from level to level
- Increased rigor. Requiring students to know concepts, apply fluency and procedural skill that can be used in real world situations.
- Students will be required to explore their thinking connections and be able to explain their reasoning

## **COMMON CORE 7—CORE**

Common Core 7 addresses all of the 7th grade standards as outlined by the Common State Core Standards. This course emphasizes rigor and real world relevance while teaching the Standards for Mathematical Practice. Students will study content in the following areas:

- Integers
- Rational Numbers
- Expressions and Equations
- Inequalities
- Ratios, Proportions and Percentages
- Constructions and Scale Drawings
- Circles
- Surface Area and Volume
- Probability and Statistics

## **COMMON CORE 7/8—ACCELERATED**

There are two Common Core 7/8 classes taught from different textbooks to accommodate students changing Pathways between 6<sup>th</sup> and 7<sup>th</sup> grade without having to skipping content. The 7-8 class addresses all 7<sup>th</sup> grade standards and most 8<sup>th</sup> grade standards. In this course, students will study content in the following areas:

- Integers
- Rational Numbers
- Expressions and Equations
- Inequalities
- Ratios, Proportions and Percentages
- Constructions and Scale Drawings
- Circles
- Surface Area and Volume of all solids
- Probability and Statistics
- Transformations, Angles, and Triangles
- Graphing Linear Equations
- Systems of Linear Equations
- Real Numbers and the Pythagorean Theorem
- Data Analysis and Displays

The other Common Core 7/8 class is for students continuing on the Accelerated Pathway and addresses most of the 7th grade standards, and most all of the 8th grade standards as outlined by the Common State Core Standards.

In this course, students will study content in the following areas:

- Integers
- Rational Numbers
- Expressions and Equations
- Inequalities
- Ratios and Proportions
- Percent
- Constructions and Scale Drawings
- Circles
- Surface Area and Volume of all solids
- Probability and Statistics
- Transformations, Angles, and Triangles
- Graphing Linear Equations
- Systems of Linear Equations
- Functions
- Real Numbers and the Pythagorean Theorem
- Data Analysis and Displays

### **ALGEBRA 1—EXCEPTIONAL**

Topics in the Algebra course are aligned with the Common Core State Standards for Mathematics. Instruction emphasizes the Common Core Standards for Mathematical Practices that are integral to the coherence, focus and rigor necessary to develop students' ability to make sense of problem situations. Students will study content in the following areas:

- Relationships between Quantities
- Reasoning with Equations
- Linear and Exponential Relationships
- Descriptive Statistics
- Expressions and Equations
- Functions and Modeling

### **Algebra (more information)**

Students who successfully complete Algebra in the eighth grade may be allowed to enroll in Geometry in their freshman year. In order to enroll in the Algebra class, students must demonstrate advanced ability in mathematics. Students learn to solve and graph linear equations, inequalities, and systems, as well as absolute value and exponential functions.

### **Social Studies/Washington State History**

Students study the history of the medieval world around the globe. Focus is on Europe, Japan, and the Middle East and the curriculum integrates economics, civics, geography and social customs. Students also study Washington State History. Successfully completing the Washington State History course currently fulfills the high school graduation requirement.

## 7th Grade Exploratory Courses

Students have two exploratory periods. In one period students can choose a full year of band or a full year of choir. The other period will be a quarter rotation of units taught by the exploratory teachers. For students not taking band or choir, they will experience quarter rotations for two periods.

### **Our teachers include:**

- Terry O'Brien Digital Technology
- Dave Bettine Tech./3D Design
- Julie Lagace Art
- Theresa Frank Physical Education, Health
- Haley Smith Band
- Joyce Kjorsvik Physical Education, Health
- Tony Schlotfeldt Physical Education
- Laura Thompson Choir

Teachers may be contacted during their planning time from 11:49am -12:28pm (M-TH); 12:06pm-12:36p (F)

### Fitness Concepts

The seventh grade fitness curriculum builds upon the skills and activities covered in sixth grade. Fitness Concepts become an integral piece to the seventh grade curriculum. Students learn how the health related components of fitness, target heart rate training, FITT principle and sport specific components of fitness are applied to individual fitness development.

### Physical Health

Topics covered in 7th grade health are the body systems unit, alcohol and marijuana, nutrition, disease and family life including HIV/AIDS and Hepatitis instruction. Class projects will include technology and a variety of apps.

#### *Resources:*

- *Teen Health.* Glencoe
- *FLASH: Family, Life and Sexual Health*
- *KNOW.* State Mandated AIDS Curriculum



## **Band**

7<sup>th</sup> Grade band is a year-long performance-based course that builds on skills learned in 6<sup>th</sup> grade, developing musicianship individually and within the ensemble. Students interested in joining band for the first time must contact Ms. Smith before they register. They perform in three evening concerts and are eligible to participate in Jazz I and Jazz II. Curriculum includes instrument technique, performance skills, music theory, music history, concert etiquette, listening skills, and the major scales. Seventh grade band students work hard to perform for their first audience outside of CKMS – Winterfest in downtown Seattle!

## **Choir**

7<sup>th</sup> Grade Choir is a performance based class with a focus on ear training, developing good vocal technique as the voice begins to change, and increasing independence while singing music in 3 and 4 part harmony. Students will build on their knowledge of music theory and work toward becoming independent sight singers. The 7<sup>th</sup> grade choirs will perform at 3 concerts during the year and have the opportunity to go on a field trip. Students in 7<sup>th</sup> grade choir are eligible to audition for Jazz Choir.

## **Art Around the World**

Art Around the World offers students the opportunity to explore art through various media such as drawing, painting, printmaking and ceramics. Students will build on their understanding of art elements through the study of art from various cultures. Islamic art, Native American art and the art of ancient Japan will be emphasized.

## **Gateway to Technology-Design and Modeling Course Description**

Gateway To Technology (GTT) Design and Modeling is a 9 week course from Project Lead the Way curriculum used nationwide in middle schools as part of their pre-engineering programs. The Design and Modeling Unit uses the AutoDesk Inventor Professional Software (Computer Assisted Drafting) to introduce students to the design process. Utilizing this design process, students will learn how technologies influence their daily lives. Students also learn sketching/drafting techniques, as a component of design, measurement, and modeling using both paper and CAD software. Using these techniques, students create physical prototype models and documentation to solve real world engineering and technical problems. We will emphasize an awareness of how through a systematic process of design, modeling, and fabrication, products can be built to fulfill societal demands. In a series of activities students will explore, document, and learn the elements of design processes. Students learn through application the importance of accurate measurement techniques in good design. Students will explore visual communication through variety of perspective drawing techniques including thumbnail sketch, isometric, and orthographic multi-view.

3-D Computer Modeling – Students will transition into the AutoDesk Inventor CAD modeling software utilizing the design process, measurement, sketching, views, and 3D geometry to render physical objects on the computer.

## **7<sup>th</sup> Grade Digital Technology**

This course is designed to introduce students to the creation of digital media using good design principles. Students learn to use hardware and software tools to create a variety of projects independently and collaboratively. A variety of software tools are used to learn fundamentals, of graphic design, video game design, presentations and modeling through design.



## **Eighth Grade Academic Core and Exploratory Course Offerings**

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<p><b>Academic Core Course Descriptions</b></p> <ul style="list-style-type: none"><li>• Language Arts</li><li>• Science</li><li>• Math</li><li>• US History</li></ul>	<p><b>Exploratory Course Descriptions</b></p> <ul style="list-style-type: none"><li>• Team Sports</li><li>• Lifetime Fitness</li><li>• Band</li><li>• Choir</li><li>• Video Production</li><li>• Project Lead the Way</li><li>• Emotional/Mental Health</li><li>• Art Through 3D Design</li></ul>
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### **The Eighth Grade Team**

Our teachers and support staff are:

- |                     |               |
|---------------------|---------------|
| • Lynn Bradwell     | Math          |
| • Tom Burford       | US History    |
| • Renee Gray        | Language Arts |
| • Paul Dobberfuhl   | US History    |
| • Todd Henderson    | Science       |
| • Heather Ireland   | Math          |
| • Janice Wintermyer | Language Arts |
| • Andrea Lim        | Science       |

Teachers may be contacted during their planning time from 7:45am-8:28am (M-TH); 7:45am-8:15am (F).

## **Language Arts/Literature**

Students will use the structured writing approach to analyze literature. . Students will read a variety of literature genres; fiction, non-fiction, and poetry. Students will do a variety of creative writing and will participate in the RAI (a district level test of reading skills) as well as a biannual writing assessment (also district level). Final assessment papers will be written to college rules using the MLA standard.

### ***Resources:***

- *Prentice Hall Literature*
- *Novels: Anne Frank, Warriors Don't Cry, Fahrenheit 451, Outsiders*
- *Structured Writing Materials*

## **Science**

Students study four modules via a hands-on approach to learning. The modules are Catastrophic Events, Weather and Water, Genetics, Adaption/Variation, and Chemical Interactions. By engaging in group activities, individual assignments, and multiple lab experiments, students learn to evaluate, analyze, and apply the scientific method in order to solve problems. Emphasis is placed on design of experiments and creative problem solving. Students are required to keep a separate science notebook.



### ***Resource:***

- *Full Option Science System (FOSS)*. LHS, Delta Education
- *STC Science and Technology Concepts*, NSRC (National Science Resources Center)

## **U.S. History**

U.S. History teaches the core ideals of American democracy as set forth in the Declaration of Independence and the Constitution of the United States. Topics covered this year will range from the 1500-1900's, and will include the establishment of the English colonies, the Revolutionary War, founding documents, establishment of our government, industrialism, Westward Expansion, slavery, the Civil War, Reconstruction, immigration, and the Gilded Age. Students read a variety of materials including non-fiction texts, short stories, poetry and other primary and secondary sources, and participate in a number of research activities.

### ***Resources:***

- *United States History—Beginnings to 1914*, Holt.
- *History Alive! The United States through Industrialism*. TCI
- *A History of US*, Joy Hakim
- *Chasing Lincoln's Killer*

## **Math**

Common Core has a greater focus on fewer topics. This ensures students have a strong foundation before moving to the next level of difficulty.

Additionally, students will find:

- New material that requires new vocabulary, strategies and sequences from level to level
- Increased rigor. Requiring students to know concepts, apply fluency and procedural skill that can be used in real world situations.
- Students will be required to explore their thinking connections and be able to explain their reasoning

## **COMMON CORE 8—CORE**

Common Core 8 addresses all of 8th grade standards as outlined by the Common State Core Standards. It also provides 8th grade students with a study of Linear Equations and Functions, preparing them for a full Algebra 1 course in 9th grade. Students will study content in the following areas:

- Surface Area and Volume of all solids
- Equations
- Probability and Statistics
- Transformations, Angles, and Triangles
- Graphing Linear Equations
- Systems of Linear Equations
- Functions
- Real Numbers and the Pythagorean Theorem
- Data Analysis and Displays

## **ALGEBRA 1—ACCELERATED**

Topics in the Algebra course are aligned with the Common Core State Standards for Mathematics. Students will study content in the following areas:

- Solving linear equations and inequalities and systems of linear equations and inequalities
- Exponential Functions
- Polynomial Equations and Factoring
- Graphing and Solving Quadratic Functions
- Radical Functions
- Data Analysis

## **GEOMETRY - EXCEPTIONAL**

Topics in the Geometry course are aligned with the Common Core State Standards for Mathematics. In the Geometry course, students will study content in the following areas:

- Congruence and Similarity
- Construction
- Proofs
- Right Triangle Trigonometry
- Circumference, Area and Volume
- Quadrilaterals and other Polygons
- Connecting Algebra and Geometry through Coordinates
- Application of Probability

## 8th Grade Exploratory Courses

Students have two exploratory periods. In one period students can choose a full year of band or a full year of choir. The other period will be a quarter rotation of units taught by the exploratory teachers. For students not taking band or choir, they will experience quarter rotations for two periods.

### **Our teachers and support staff are:**

- |                   |                                      |
|-------------------|--------------------------------------|
| •Terry O'Brien    | Video Production                     |
| •Dave Bettine     | PLTW/Automation & Robotics           |
| •Julie Lagace     | Art                                  |
| •Theresa Frank    | Physical Education, Health, Yearbook |
| •Haley Smith      | Band                                 |
| •Joyce Kjorsvik   | Physical Education, Health           |
| •Tony Schlotfeldt | Physical Education                   |
| • Laura Thompson  | Choir                                |

Teachers may be contacted during their planning time from 11:49am-12:28pm (M-TH); 12:06pm-12:36p (F)

### Lifetime Fitness

Eighth grade students focus on applying the FITT principle and healthy nutrition into the development of individual fitness plans. Movement skills, good character, and sportsmanship are assessed daily through sport and fitness activities that progress from sixth and seventh grade. Fitness development becomes a primary focus with 2 fitness activities devoted to each week, and a variety of strengthening and conditioning activities integrated into daily warm up procedures.

### Emotional/ Mental Health

8<sup>th</sup> grade health builds upon the health curriculum from 6<sup>th</sup> and 7<sup>th</sup> grades. Topics covered are stress, loss and coping, drug education, CPR, disease's including STI's and family life including Aids/HIV instruction. Class projects include the use of technology and a variety of apps.

#### *Resources:*

- *Teen Health*. Glencoe
- *FLASH* (Family, Life and Sexual Health)
- *KNOW*. State Mandated AIDS Curriculum

## **Band**

8<sup>th</sup> Grade band is the 4<sup>th</sup> year of the SVSD band program that builds on skills learned in 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades. Students continue to develop and refine musicianship individually and within the ensemble. Students interested in joining band for the first time must contact Ms. Smith before they register. They are required to perform in three evening concerts throughout the year. Curriculum includes instrument technique, performance skills, music theory, music history, concert etiquette, listening skills, and mastery of Db, G and A scales. Students perform in league festivals and benefit from guest conductors and artists invited to speak during class time.

## **Choir**

8<sup>th</sup> Grade Choir is a performance based class with a focus on ear training, developing good vocal technique as the voice continues to change, and increasing independence while singing music in 3 and 4 part harmony. Students will study more advanced music theory concepts and continue working toward becoming independent sight singers. They will also go on a weekend choir retreat in the fall. Students in 8<sup>th</sup> grade choir are eligible to audition for Jazz Choir.

## **Art Through Design**

Art Through Design will offer students the opportunity to build on their understanding of art concepts through three-dimensional art exploration. Mixed media, sculpture and ceramics will be emphasized along with masters' studies and art appreciation.

## **Project Lead the Way—Gateway to Technology Automation and Robotics**

Gateway To Technology (GTT) Automation and Robotics is a 9 week course from Project Lead the Way curriculum used nationwide in middle schools as part of their pre-engineering programs. The Automation and Robotics Unit uses the RobotC programming language (a version of C language) with VEX mechanical systems to cover the following big questions and ideas:

- 1.Automation is the use of technology to ease human labor or to extend the mental or physical capabilities of humans.
- 2.Robotics is the specialized field of engineering and computer science that deals with the design, construction, and application of robots.
- 3.The use of automation and robotics affects humans in various ways, both positively and negatively, including their safety, comfort, choices, and attitudes about a technology's development and use.
- 4.Automation and robotics have had an influence on society in the past and present and will influence society in the future.
- 5.Engineers, designers, and engineering technologists are in high demand for the development of future technology to meet societal needs and wants.

## **Video Production**

This class covers the basics of video production as well as provides an opportunity for students to work collaboratively with their peers to complete a variety of videography projects. This class covers script writing, story telling, voice, storyboarding, lighting, video editing software, camera movements, and editing principles. The 3 steps of movie making is emphasized.

# EXTRA-CURRICULAR PROGRAMS

## Art Club

CKMS Art Club works on a wide range of projects including school murals and developing personal artwork. Students will exhibit work and assist with art-related events. Club meets weekly, generally during the school year on a term by term basis, from 2:33-4:15pm in the CKMS art room 102. Contact Ms. Lagace at 425-831-8279.

## ASB

ASB provides leadership opportunities to students elected to student government, communicates information for student body to classes, participates in school fundraising, and provides funds to help support school clubs and activities. Contact Ms. Gray & Ms. Ireland at 425-831-8274.

## Athletics

1st Season	7-8	Girls Volleyball
	7-8	Boys Soccer
	6-7-8	Cross Country
2nd Season	7-8	Girls Basketball
	6-7-8	Boys Wrestling
3rd Season	6-7-8	Girls Soccer
	7-8	Boys Basketball
4th Season	6-7-8	Track
	8	Golf
	6-7-8	Drama



## Drama

Open to all students. The focus is on a musical dramatic production with an emphasis on beginning acting, blocking, as well as other theatre skills. More information will be provided when the season begins in March.



## Jazz Ensemble

Jazz Ensemble is an auditioned group, open to all grades, that meets every morning at 6:30 a.m. Students have the opportunity to learn to perform jazz in the big band idiom, including improvisation, theory and history. Students in the ensemble will perform at all school concerts as well as other performance opportunities throughout the year. Students are expected to remain in the Jazz Ensemble for the full year. Contact Ms. Smith at 425-831-8246.





# EXTRA-CURRICULAR PROGRAMS

## **Ski Club**

Students ski or snow board at Snoqualmie Pass Ski Area. Transportation and lift tickets are all available through a group rate, but students are responsible for costs. The group convenes Wednesdays after school, January and February, snow season permitting. Contact Mr. Miller at 425-831-8256.



## **Yearbook Staff**

8th grade students apply for this 7th period class. Contact Ms. Frank at 425-831-8251.

## **Key Club**

Community Service type club open to all students. Contact Ms. Young-Keefe at 425-831-8278.

## **Golf Club**

April and May club is limited to about 24 golfers. The need to have their own clubs and transportation to Twin Rivers GC. Contact Mr. Henderson at 425-831-8273

## **Science Club**

Contact Mr. Henderson at 425-831-8273 for more information.

## **Math Club**

TBD

## **Robotics Club**

Robotics Club is an opportunity for students to work in teams to learn how to build and program robots. Participants work together to solve problems, creating an excellent opportunity for students to explore interests in engineering and programming. Students can elect to participate in the club one day a week after school or can choose to be part of the competitive robotics team. The competitive robotics team meets 2-3 times a week (including weekends) for 2-4 hours to prepare for competitions all around the Seattle area.

## Student Recognition

In addition to rewarding academic and extra-curricular achievements at CKMS, we regularly recognize positive behaviors that students demonstrate during school.

Our **Students of the Week program** identifies students who demonstrate positive characteristic for each week. Students are educated on these qualities during the school year, teachers incorporating them into curriculum and discussion from the counselor and administrators.

At the end of each month, staff members from all teams nominate students who have been a good role model of the positive characteristics we hope all students practice or those who have shown significant improvement in an area that may have been a challenge.



### TERM & SEMESTER DATES 16-17

TERM 1	AUG 31	~	NOV 4
TERM 2	NOV 7	~	JAN 27
SEMESTER 1	AUG 31	~	JAN 27
TERM 3	JAN 30	~	APR 7
TERM 4	APR 17	~	JUNE 15
SEMESTER 2	JAN 30	~	JUNE 15

# Contact Information

**TBD, Principal**

*Call 425-831-8229 during school hours for appointments.*



**TBD, Asst. Principal**

*Call 425-831-8230 during school hours for appointments*

## Who to contact if you have questions about....

**Tanya Alter, Attendance Secretary/Registrar**

*425831-8226, Monday - Friday, 7:00am -3:30pm*

- Attendance
- School Portraits
- Immunizations
- New student registrations
- Updating student records
- Early dismissal



**Cheri Enevold, Financial Secretary**

*425831-8227, Monday - Friday, 7:00am - 3:30pm*

- PE Uniforms
- Calendar of events
- Field trip fees
- Fees for books
- ASB Cards
- Sport physical records
- Lockers



**TBD, Principal's Secretary**

*425831-8228, Monday - Friday, 7:00am - 3:30pm*

- Appointment with administrators
- Weekly Hawk Newsletter
- Volunteer/Visitor sign-in
- Health Room, Webpage, Staff



**Amy Bliven-Lee Counselor 425 831-8239**

**Emilia Turta, Counselor 425 831-8237**

*Available during school hours*

- Individual/group counseling
- Student schedules
- Substance abuse
- Crisis intervention
- 504 Plans
- Academic support
- New student registration
- Referrals to agencies
- Conflict resolution
- CPS concerns
- SafeNet Mentoring

## **Who to contact if you have questions about...**



***Judy Clark, School Psychologist, 425-831-8238***

- Psychologist-educational assessments



***Jen Richter, 425-831-8248***

- Health emergencies during school
- Student health plans
- Medication at school
- Hearing, vision, scoliosis screenings



***Kari Fadler Speech and Language, 425-831-8236.***

- Language/speech concerns



***Chriscentia Maralack, 6th grade, 425-831-8258***

***TBD, 8th grade, 425-831-8277***

***Diana Gere 7th/ grade 425-831-8288***

- Special Education services - IEPs



***Kitchen, 425-831-8287***

***Monday - Friday, 5:30am - 1:00pm***

- Cafeteria food
- Lunch/breakfast accounts
- Emergency meals



***CKMS PTSA***

- Volunteer opportunities
- Chaperoning dances / Book fair assistance
- Parent Supporting Parents education
- Teacher enrichment grants
- Hawk-a-Thon

***Please check out the website for more information [www.ckmsptsa.org](http://www.ckmsptsa.org)***

## **Parent Communication Information**

For questions about your individual student progress or concerns, please contact your student's teacher directly. Issues can include the following:

- Assignments
- Discipline by teacher
- Homework
- Conference with teachers/team
- Grading concerns
- Student skills/academic development

**For your student's teachers,** see [ckms.svsd410.org](http://ckms.svsd410.org) for teacher phone and email contact information. You may also check Family Access for grades and missing assignments.

You may call during their planning:

Exploratory: 11:49am-12:28pm (M-TH); 12:06pm-12:36pm (F)

8th grade: 7:45am-8:28am (M-TH); 7:45am-8:15am (F).

7th grade: 9:17am-10:46am (M-TH); 8:51am-9:54am (F)

6th grade: 12:31pm- 2:00pm (M-TH); 9:57am - 11:00am (F)

**Teacher Email:** Teachers can be contacted directly by email or phone. Email addresses and phone numbers are listed on the school website [ckms.svsd410.org](http://ckms.svsd410.org).

**Teacher websites:** Each teacher has a website with class information, expectations and weekly updates. To access this, go to [ckms.svsd410.org](http://ckms.svsd410.org), select Teachers, then **click on the name of the teacher**, and you'll find a link to their Website. This will provide information regarding homework.

**Skyward Family Access:** Families have received a specific login and password for each student/parent/guardian. This will enable parents to view our online grading system, and keep tabs on assignments. To log-in, go to the district website at [svsd410.org](http://svsd410.org), click on Family Access, then Login to Family Access, then enter your login and password. This will provide information on missing assignments, grades, attendance and food balances.

## **Guidelines for Parent & Teacher Email Communication**

Snoqualmie Valley Public Schools are very fortunate to have two direct ways for parents and teachers to communicate: phone and email. Phones (and voice mail) in every classroom create a safer environment as well as offering an easier, more convenient way for parents to communicate with teachers. Email has also enriched communication opportunities between teachers and parents.

There are both benefits and drawbacks to these improvements in technology. In some ways, the new technology has added to everyone's workload and led to an expectation for a turn-around response time that might not be possible. The guidelines for what is effective and appropriate in terms of email communication need to be clarified.

### **Teacher Realities**

- The classroom environment does not allow teachers to check their emails regularly. In a best case scenario, they check and respond to emails before and after school.
- Response time can be further delayed by teachers being unavailable due to illness, training sessions, meetings, workshops, and conferences before and after school
- Teachers devote extra time learning new curriculum, standards, and assessments and then preparing for classroom instruction.

### **Issues to Consider Before Emailing a Teacher**

- **Timing:** Remember the classroom environment and the complexity of each teacher's day. If you don't get an answer the same day, it doesn't mean you're being ignored.
- **Purpose of Communication:** Think about your goal in communicating with the teacher. If the goal is to merely share a piece of information or give the teacher some lead time to think about an issue you'd like to discuss, an email is probably appropriate. If the goal, however, is to have two-way communication and meaningful dialogue, email is not appropriate. The telephone or a face-to-face meeting is a better option.
- **Sheer Volume:** Each elementary teacher has at least 24 students. Secondary teachers have up to 250 students. Think about the volume of emails this number of parents could generate.

### **Please Keep in Mind**

- Teachers are interested in communicating with parents. Teachers want to know if a student is experiencing difficulty at home or at school.
- Communication, although important, needs to be controlled. Responding to emails takes time and thought.
- Emails leave a lot of room for misunderstanding.