

EAGLEVIEW MIDDLE SCHOOL



“ON THE WINGS OF SUCCESS”

Mr. John Jamison, Principal
1325 Vindicator Drive
Colorado Springs, CO 80919
Phone: 719-234-3400 Website: <https://eagleview.asd20.org>

Unity

*I dreamed I stood in a studio
And watched two sculptors there.
The class they used was a young child's mind,
And they fashioned it with care.
One was a teacher; the tools he used
Were books and music and art;
One a parent with a guiding hand,
And a gentle, loving heart.
Day after day the teacher toiled,
With touch that was deft and sure,
While parent labored by his side
And polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought,
For the things they had molded into the child
Could neither be sold or bought.
And each agreed he would have failed
If he had worked alone,
For behind the parent stood the school,
And behind the teacher — the home.*

Author Unknown

MISSION STATEMENTS

ACADEMY DISTRICT 20

The mission of Academy School District 20 is to educate every student in a safe and nurturing environment and to provide comprehensive, challenging curricular and extracurricular opportunities that meet the unique needs of every individual by expanding interests, enhancing abilities, and equipping every student with the knowledge, skills, and character essential to being a responsible citizen of our community, our nation, and the world.

We believe that...

- An educated citizenry is the cornerstone of a democratic republic.
- Every individual has innate worth and is entitled to be treated with respect.
- Learning is a lifelong endeavor.
- Every individual can learn and does so in a variety of ways.
- The education of each student is a responsibility shared by students, families, schools, and communities.
- Parents have both the right and the responsibility to choose the school, curriculum, and program(s) that best meet the needs of their student(s).
- The development of virtuous character is equal in importance to academic growth and critical to developing responsible citizens of our community, our nation, and the world.
- Whether in the classroom or at home, students achieve best in a nurturing environment where physical, intellectual, and emotional health is emphasized and safety is assured.
- Students must be held to the highest standards of academic achievement while recognizing the true success of our academic program is measured by the success of each student relative to his or her unique potential and individual progress.
- Every graduate must be fully prepared for the post-graduation path of his or her choice.
- Every student, staff member, and volunteer is responsible for the effective and efficient use of supplies, facilities, and financial resources.

EAGLEVIEW MIDDLE SCHOOL MISSION STATEMENT

Eagleview Middle School, a Westside community of rigorous, innovative academies and vibrant exploratories, educates and empowers all students to reach their full potential and become positive contributors to society through a safe, inclusive environment of engaging learning experiences, integrating arts and technology.

EAGLEVIEW OVERVIEW

The middle school is the school in the middle – the bridge between the elementary school and the high school – between childhood and adolescence. By providing team collaboration at all grade levels, Eagleview continues to provide a smooth transition for all students from elementary through middle school and onto high school. The needs of individual students are determined and provided for by grade-level teams, support staff, gifted and talented coordinator, exploratory teachers, counselors and administrators. We encourage parent and community involvement in our curriculum and interdisciplinary units.

Teams of teachers meet on a daily basis to plan units, discuss student progress and determine classroom rules, expectations, procedures and consistency in discipline. Each grade-level academic team is comprised of three (Burgundy, Maroon and Silver/AAA) four-person teams who share a common planning time. An administrator and counselor are assigned to grade-level teams. Administrators, counselors, and support staff meet weekly with grade-level teaching teams to discuss student performance, academic progress and school business. Special education and our TAG teacher plan and co-teach with other teachers.

The middle school philosophy utilizes an academic block schedule, which consists of Language Arts, Math, Science and Social Studies. The team of teachers shares responsibility for the academic development for the group of students within their team.

The teams plan and coordinate instruction, monitor each student's progress, schedule activities, utilize a variety of teaching styles to meet the needs of students, and confer with parents about academic and social-emotional progress.

WHAT IS A MIDDLE SCHOOL?

Besides the difference in name, are there other differences between middle schools and junior high schools? A review of literature reveals there are unique middle school program components that are essential to the implementation of true middle schools. These components include:

- Advisor/advisee relationships (Eagle Time & Connections)
- Exploratory courses
- Faculty orientation/staff development
- Heterogeneous grouping
- Interdisciplinary teaming
- Parental involvement
- Participatory decision-making
- Flexible scheduling
- Appropriate school organization
- Distinctive middle school curriculum

DEFINING MIDDLE SCHOOL PHILOSOPHY

Interdisciplinary Teaming: A process involving a combination of teachers from different subject areas who plan and conduct instruction for particular groups of pupils. One of the goals of interdisciplinary teaming is to promote communication, coordination, and cooperation among subject matter specialists within the school setting. At EMS, we have three teams (Burgundy, Maroon and Silver/AAA) per grade level committed to meeting the needs of all students. Each team consists of highly qualified Language Arts, Social Studies, Math and Science teachers.

Advisor/Advisee Program: Described by middle school researchers, as a structure in which small groups of students are identified and placed with one educator. This educator nurtures, advocates for, and shepherds through school the individuals in his or her group. Our Eagle Time teachers (academic core teachers) function as our middle school advisors helping students transition from the previous grade, while looking out for students' academic and social/emotional interests.

Exploratory Offerings: The purpose of exploratory programs is to lead pupils to discover and explore their specialized interests, aptitudes and abilities as a basis for decisions regarding educational opportunities and present and future vocational decisions. Exploratories are also to stimulate and provide opportunities for students to develop a continually widening range of cultural, social, civic, vocational, and recreational interests.

Although there are other components of middle school programs, these three are essentials for a middle school program to successfully serve middle school children. As a middle school is organized to meet these criteria, it should follow three basic principles:

People need structure that allows for flexibility, creativity, and accountability. Professionals need control over their own destiny. Working together, rather than in isolation, leads to greater productivity.

The purpose and functions of an exemplary middle school center on the intellectual, social, emotional, moral, and physical developmental needs of young adolescents. Within a few years, young adolescents undergo rapid physical growth, changes in moral reasoning, the onset of abstract thinking, and introduction to a range of social pressures, including sex, drugs, and violence. Simultaneously, the lifelong developmental tasks of forming a personal identity or self-concept, acquiring social skills, gaining autonomy, and developing character and a set of values are begun.

EAGLEVIEW DAILY SCHEDULE

2018 -2019 EAGLEVIEW MIDDLE SCHOOL DAILY SCHEDULE

6th Grade

Period	All Period Day	
1	8:30-9:20	CORE 1
2	9:25-10:15	CORE 2
	10:20-10:50	Literacy
	10:55-11:20	LUNCH
3	11:25-12:15	CORE 3
4	12:20-1:10	CORE 4
5	1:15-2:00	Exploratory
6	2:05-2:50	Exploratory
	2:55-3:25	Eagle Time

Block Days		
A Day (T,TH)		B Day (W,F)
Period 1/ Core 1	8:30- 10:15	Period 2/Core 2
Literacy	10:20- 10:50	Literacy
Lunch	10:55- 11:20	Lunch
Period 3/Core 3	11:25- 1:10	Period 4/Core 4
Period 5/ Exploratory	1:15- 2:00	Period 5/ Exploratory
Period 6/ Exploratory	2:05- 2:50	Period 6/ Exploratory
Eagle Time	2:55- 3:25	Eagle Time

7th Grade

Period	All Period Day	
1	8:30-9:20	CORE 1
2	9:25-10:15	CORE 2
	10:20-10:50	Literacy
3	10:55-11:40	Exploratory
4	11:45-12:30	Exploratory
	12:35-1:00	LUNCH
5	1:05-1:55	CORE 3
6	2:00-2:50	CORE 4
	2:55- 3:25	Eagle Time

Block Days		
A Day (T,TH)		B Day (W,F)
Period 1/ Core 1	8:30- 10:15	Period 2/Core 2
Literacy	10:20- 10:50	Literacy
Period 3/ Exploratory	10:55- 11:40	Period 3/ Exploratory
Period 4/Exploratory	11:45- 12:30	Period 4/Exploratory
Lunch	12:35- 1:00	Lunch
Period 5/Core 3	1:05- 2:50	Period 6/ Core 4
Eagle Time	2:55- 3:25	Eagle Time

8th Grade

Period	All Period Days	
1	8:30-9:15	Exploratory
2	9:20-10:05	Exploratory
3	10:10-11:00	CORE 1
4	11:05-11:55	CORE 2
	12:00-12:25	LUNCH
	12:30-1:00	Literacy
5	1:05-1:55	CORE 3
6	2:00-2:50	CORE 4
	2:55-3:25	Eagle Time

Block Days		
A Day (T,TH)		B Day (W,F)
Period 1/ Exploratory	8:30- 10:05	Period 2/ Exploratory
Period 3/ Core 1	10:10- 11:55	Period 4/ Core 2
Lunch	12:00- 12:25	Lunch
Literacy	12:30- 1:00	Literacy
Period 5/Core 3	1:05- 2:50	Period 6/ Core 4
Eagle Time	2:55- 3:25	Eagle Time

GRADING PERIODS

1ST Qtr. ends: October 5
 2nd Qtr. ends: December 15
 3rd Qtr. ends: March 16
 4th Qtr. ends: May 31

MID TERM NOTICES

1st Qtr: September 15
 2nd Qtr: November 3
 3rd Qtr: February 9
 4th Qtr: April 19

6TH GRADE HIGH TRAILS

Oct. 31- Nov. 3: Maroon & Burgundy
 Nov. 7-10: Silver (AAA)

EAGLEVIEW MIDDLE SCHOOL GRADING SCALE

96.5% - 100% = A+	93.5% - 96% = A	89.5% - 93% = A-
86.5% - 89% = B+	83.5% - 86% = B	79.5% - 83% = B-
76.5% - 79% = C+	73.5% - 76% = C	69.5% - 73% = C-
66.5% - 69% = D+	63.5% - 66% = D	59.5% - 63 = D-
	59% - below = F	

A = Excellent performance. Work is exemplary and worthy of emulation by others. Student is in full attendance and constructively contributes to the learning environment. (Above grade-level mastery)

B = Above average performance. All assignments are complete and exhibit a complete understanding and an ability to apply concepts. (On grade-level mastery)

C = Average performance. Accomplishes only the minimum requirements. Oral and written communication is at an acceptable level for a middle school student. (Approaching grade-level performance)

D = Demonstrates understanding at the most rudimentary level. Work is minimally passing. (Below grade-level performance)

F = Work is not passing, characterized by incompleteness, lateness, unsatisfactory demonstration of understanding and application. (Below grade level performance)

Inc = Incomplete (no credit)

P = Passing Grade (credit)

MINIMUM GRADUATION REQUIREMENTS FOR ACADEMY SCHOOL DISTRICT 20 HIGH SCHOOL STUDENTS

Subject Area	Semester Credits*
English	8 credits
Science	6 credits
Health	1 credit
Math	6 credits
Social Studies	6 credits
World Language	2 credits
Core Electives	6 credits
TOTAL	35 credits
Integrated Subjects	
Physical Ed	3 credits
Arts	1 credit
Unrestricted Electives	11 credits
GRAND TOTAL (minimum requirements)	50 credits

*1 credit = 1 semester course; 2 semesters/school year

These are the **minimum** credits that students need to graduate from high school. Colorado's four-year public colleges and universities require additional credits that students should plan to complete as preparation for applying to these institutions.

MIDDLE SCHOOL SUCCESS STRATEGIES

Children learn as much out of school as they do in school. They learn things at home and in their community. Children learn a great deal from their parents, and parents are important partners in the learning experience. Parental interest, common sense, and a few basic skills can help make a school a successful learning experience for children. Parental interest sends a strong message to children- that education is important, and that learning can be fun and worth the effort.

Homework is assigned by teachers for many reasons. It can give students extra practice time, apply information learned, and help them expand their knowledge beyond what they learned in class. Assignments are also a good way for children to learn to work independently. Homework assignments can also help students work on bigger projects, learn about other resources, like encyclopedias and the web, and visit libraries.

PARENT RESPONSIBILITIES

- ✓ Set aside a special, quiet place with no distractions and good lighting for homework.
- ✓ Keep basic supplies like paper and pencils in a box in the homework area.
- ✓ Have a regular time and place each day to do homework to provide structure and consistency and be available during homework time.
- ✓ Help your child use organizational tools, like school planners, calendars, and folders. Discuss the importance of these tools and connection to the “real world.”
- ✓ When children are assigned larger projects that require a few days or weeks to complete, help them to schedule their time and break the assignment into manageable pieces.
- ✓ Be supportive and encouraging. Look for areas of improvement.
- ✓ Remember that it is your *child's* homework, not yours.
- ✓ Email the teacher if there are homework problems or issues you can't resolve. Do it earlier, rather than later before it becomes a major issue.
- ✓ Encourage self-advocacy. Encourage your child to ask teachers for help if needed.
- ✓ Check infinite campus with your child on a weekly basis to view your child's progress.
- ✓ Remember that your student's counselor is always available for support and guidance.

QUESTIONS TO ASK YOUR CHILD...

- What is today's homework assignment?
- Is the task clear? Do you understand what you have to do? If not, suggest calling a classmate.
- When is the work due?
- If it is a major project, would it help to make a time line in your planner?

STUDENT RESPONSIBILITIES

- ✓ Take responsibility for your own learning. Be prepared for your classes by bringing all necessary materials.
- ✓ Use planner daily to list all homework assignments.
- ✓ Complete all homework assignments nightly, and turn them in on time.
- ✓ Ask questions and take advantage of extended learning times to get assistance from teachers when needed.
- ✓ Develop an organizational system which may include using a separate folder for each subject.
- ✓ Keep your locker neat and organized.
- ✓ Check infinite campus weekly and reconcile any missing assignments with teachers.
- ✓ Pack binder/backpack with all assignments the night before.
- ✓ Ask your parents, siblings, etc. for help when needed at home.
- ✓ Self-advocate- Ask for what you need!

- ✓ Be honest and open with your parents, teachers, and counselors on how things are going.
- ✓ Remember that your grade level counselor is always available for support and guidance.

COMMUNICATION TIPS FOR DISCUSSING SCHOOL

1. Be open and calm.
2. Keep lines of communication open, and avoid lecturing and judging (as hard as it may be, you eventually get more information from your student than you ever dreamed).
3. Ask probing, open –ended questions and then listen as open-minded as possible. As Steven Covey suggests, “seek first to understand before being understood.”
4. When you ask your student “How is school going?” follow up with questions that help validate their answer such as “What does fine mean? What is going well? How do you know it’s going well?”
5. Help them to set goals and “paint the picture” for you.
 - What do you want school to be like for you?
 - What do you want school to be like?
 - What will you do to get what you want?
 - Is what you are doing now working? How do you know?

POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS)

At Eagleview, we believe that students learn best in an environment that is safe and free from unnecessary disruption. We expect students to be responsible and accountable for their choices; exhibit care and concern for people and property, respect themselves and one another; and contribute in a positive way to their school and community.

Positive behavior intervention support is school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Eagleview’s PBIS acronym is S.O.A.R. which stands for **S**afety, **O**wnership, **A**ctive engagement, and **R**espect. Students displaying these behaviors around the campus and in the classroom receive positive verbal recognition and a S.O.A.R. ticket. Weekly grade-level S.O.A.R. drawings are held and students can exchange the S.O.A.R. tickets for incentives and rewards from the Eaglet.

Four Interrelated Systems	PBiS School-wide Features	Expectations for Student Behavior Defined
<ul style="list-style-type: none"> • School-wide system: proactive discipline • Classroom management system: instructional management • Non-classroom settings: management of non-structured setting • Individual student system: function-based support 	<ul style="list-style-type: none"> • Expectations for student behavior are defined, taught, practiced, re-taught, monitored and praised • Implemented consistently by all staff and across all settings • Positive behavior is acknowledged • Clear and consistent consequences 	<ul style="list-style-type: none"> • 3-5 positively stated expectations • Linked to Eagleview’s mission statement • Written in school handbook • Communicated to all stakeholders • Posted across school setting/campus

SPECIAL PROGRAMS AT EAGLEVIEW

EAGLE TIME

Eagle Time is Eagleview’s approach to using data to identify students who have intensive need (individual students who are not demonstrating a year’s growth or below grade-level proficiency) and then develop specific interventions for those students. Eagle Time allows us to address both intensive need for below grade-level learners, as well as, intensive need for advanced learners. In addition to our intervention groups, Eagle Time allows us to provide a less intensive, yet targeted intervention for the students who are on grade level, but who would benefit from a more focused and deliberately designed class per content area. Eagle Time is our last period of the day (**Monday = Access/Study Hall, Tuesday = RULER/Character Ed, Wednesday-Friday = Executive Functions**).

Weekly structure for Eagle Time (2:55-3:25 PM)

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Focus	Eagle Time Access/ Study Hall	Eagle Time RULER/ Character Ed	Eagle Time Executive Functions	Eagle Time Executive Functions	Eagle Time Executive Functions
Grouping & Duration	Primarily On-team Yearly or Semester				

In all intervention classes, the use of progress monitoring (formative assessments) and student-maintained data folders are utilized to monitor student growth, adjusting instruction, making placement decisions and determining the efficacy of the intervention class.

At the start of each quarter, Eagleview runs an Eagle Time Connections focused on teambuilding, success strategies, data folders, goal setting, ICAP (Individual Career and Academic Plan), iSafe (Internet safety and bullying prevention). Connections is a middle school advisory program for all students designed to create a trusting/caring environment, foster positive relationships, provide a liaison between administration, counselor, team teachers and parents/students, and monitor overall student progress.

Eagle Time Focus

- Building positive relationships with students
- Identifying areas of strength and weakness utilizing data
- Targeting identified content area skills
- Facilitating content-area learning based on learner needs
- Providing student feedback/allow for reflection
- Measuring growth over the quarter

Eagle Time Connections Focus

- Creating trusting/caring environment
- Fostering positive relationships
- Advocating for students
- Facilitating Quarterly theme lessons
- Liaison between Admin/Counselor/Team and Parents/Students
- Monitoring overall student progress (Data Folders)

TALENTED AND GIFTED PROGRAM (TAG)

TALENTED AND GIFTED PROGRAM PERFORMANCE STANDARDS

District Twenty talented and gifted students will be expected to:

- Engage in accelerated and/or in-depth curricular extensions.
- Demonstrate advanced communication skills.
- Conduct authentic research.
- Exhibit advanced critical thinking at appropriately challenging levels.
- Demonstrate the use of insightful creative thinking.
- Learn to understand and maximize their talents and abilities.

EAGLEVIEW MIDDLE SCHOOL TAG PROGRAM

The major responsibility for meeting the needs of talented and gifted students at the middle school level is shared by the student's academic team teachers, the student, and the parent(s). School exploratory and enrichment classes offer students opportunities for further talent development.

Identified students become part of a middle school talent pool and are offered opportunities geared to their specific strength area(s). Students new to the district are considered for TAG services upon entry into the district.

Students with highly exceptional needs may learn self-advocacy skills through the use of an ALP (Advanced Learning Plan). A building facilitator for talented and gifted programming works with identified students, their parents and teachers to carry out the process of developing an ALP.

SPECIAL EDUCATION

Special education teachers (Resource), working with special needs of students, interact and assist teachers and students. Most assistance to teachers comes in the regular classroom and through consultation (individually or part of the team) for the purpose of assisting in instructional planning, modification or evaluation. Assistance to students happens in regular classrooms or resource rooms. The program focuses on developing and implementing basic academic, vocational, and social-emotional skills necessary for future success.





ACADEMIC ARTS ACADEMY

(SCHOOL WITHIN A SCHOOL)

Program Description

The Academic Arts Academy is a school within a school program designed and committed to engaging in and exploring core content through a strong, comprehensive arts education curriculum. The Academic Arts Academy is rooted in the belief that by infusing all aspects of learning with the arts, students will gain a deeper understanding of the content, they will be challenged to think more critically and they will have the opportunity to convey their learning through more authentic and expressive assessments.

AAA Mission

The Academic Arts Academy fosters a safe culture that empowers each student to synthesize academic content with authentic integration of the arts. Students engage in innovative learning through guided choice, personal expression, collaboration and interactions with the arts community. A shared commitment to high achievement and ownership of knowledge challenges learners to create connections and discover their voice in a diverse society.

Exploratories

In addition to offering a comprehensive, standards-based curriculum that is infused with the arts, The Academic Arts Academy also offers a wide variety of exploratory options to help students further explore and develop areas of interests and talent.

Arts Integration

Arts integration is used as an instructional method to teach specific content standards through application rather than recall. This includes art analysis questioning/critical thinking, teaching content through elements of art, and the opportunity for creative expression. The arts academy is built around the principles of collaboration, choice, addressing multiple learning styles and kinesthetic activities. It is not just a different way to do a project. All include these principles, for example:

- Visual, auditory and kinesthetic presentations of material
- Variation in assessment (projects, tests, group activities such as tableau or reenactments)
- Project choice between various art forms (visual, drama, written, etc.)
- Constant collaboration for class work (warm ups, working problems, application of materials, labs, projects)
- Hands-on or tangible elements (looking at the real specimen in science instead of a picture, or using manipulatives or small white boards in math, etc.)

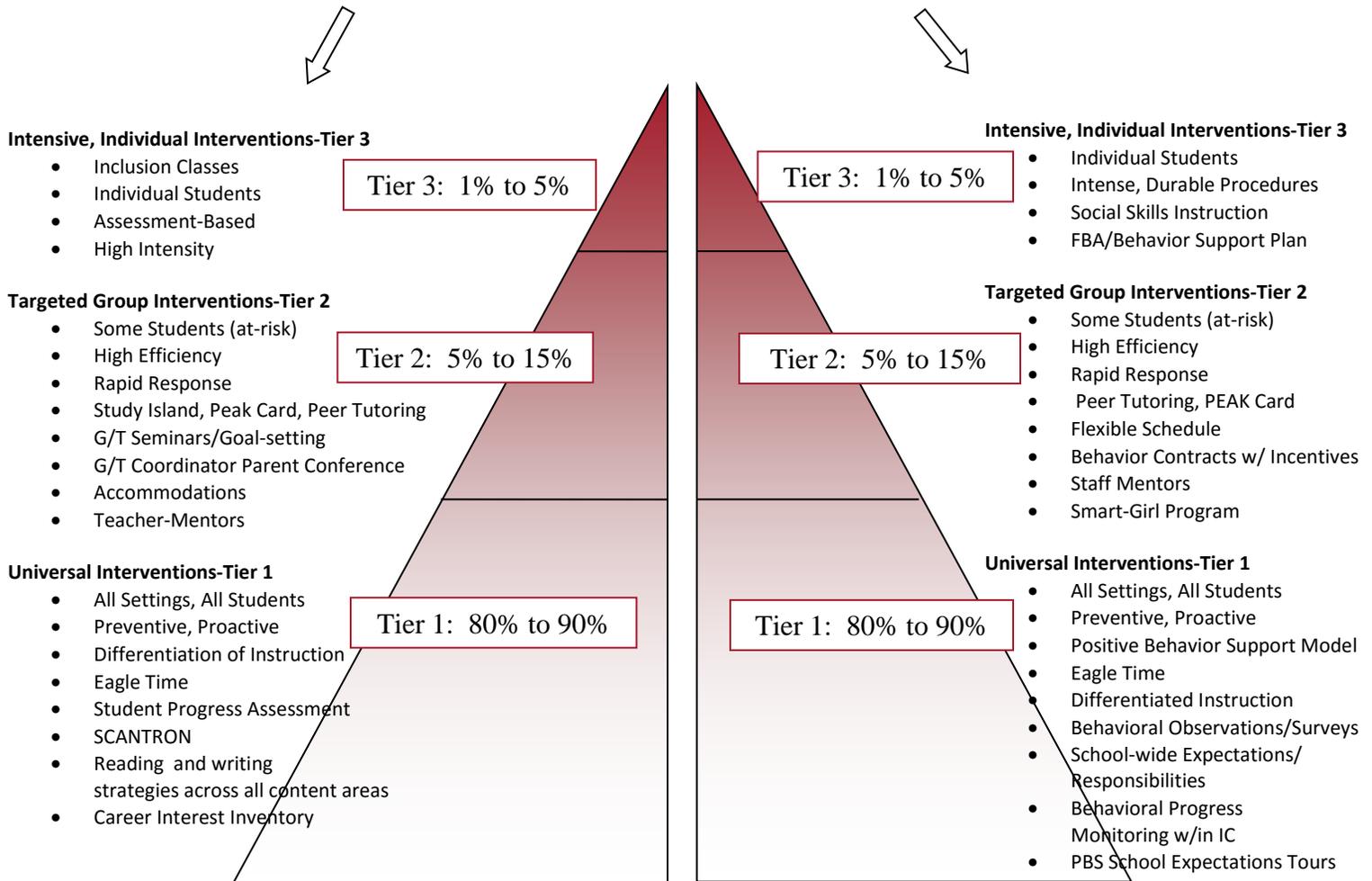
MULTI-TIERED SYSTEMS OF SUPPORT

Multi-Tiered Systems of Support is the practice of providing high quality instructional intervention matched to student needs, using learning rate over time and level of performance to make important educational decisions. RtI provides a tiered system of intervention beginning at the classroom level and providing levels of interventions depending on individual student needs in addition to the classroom. The Eagleview Problem Solving Team is composed of various school personnel who meet to provide assistance to students who are having academic or behavioral difficulties in school. This team implements a problem solving approach to identify and intervene in response to students' needs.

SCHOOL WIDE SYSTEM FOR STUDENT SUCCESS

ACADEMIC SUPPORTS

POSITIVE BEHAVIORAL SUPPORTS



SPORTS AND EXTRA-CURRICULAR OPPORTUNITIES EAGLEVIEW MIDDLE SCHOOL



Athletic participation and competition are a central part of our co-curricular program. We believe these activities offer many opportunities to teach, develop and reveal character. Because middle school is a place where personalities, attitudes, behavior and character are formed and developed, our actions are crucial. Sportsmanship is a stated goal in every one of our athletic offerings. Our emphasis is on encouraging and recognizing the efforts and good play of our athletes and our opponents.

BOYS' PROGRAMS	GIRLS' PROGRAMS
Football	Softball
Cross Country (6 th grade eligible)	Cross Country (6 th grade eligible)
Wrestling	Volleyball
Basketball	Basketball
Track	Track
Tennis	Tennis

Requirements for Sports Programs:

- ✓ Athletic Fee paid per sport
- ✓ Current Physical on file with Athletic Office
- ✓ Current Emergency Contact Form on file with Coach
- ✓ Meet school academic and attendance policies

EMS Website: <http://www.eagleview.asd20.org>
Director

Mrs. Anna Keilman, Athletic

CLUBS

Have you ever wanted to build a rocket... how about solving math problems and playing math games? Eagleview students have opportunities to be involved in a wide variety of extracurricular activities. Some can lead to competitions; others are just for fun and enrichment. Feel free to join any club. You don't have to commit to a whole semester or year, just come when you can.

CLUB	DAY	TIME	LOCATION	DESCRIPTION
Eco Teens Paul.Ballweber@asd20.org	Thursday	3:40-4:40 pm	Room 109	Encourage care of the earth
Science Olympiad Debbie.Saccoliti@asd20.org	Thursday	3:40-4:25 pm	6M Pod	Using National S.O. events as guides, explore different science concepts
Art Club Vanessa.Scott@asd20.org	Tuesdays	3:40-4:40 pm	Rooms 135/137	Show your creativity
STUCO karissa.rytting@asd20.org	Thursday	3:40-4:40 pm	Room 321	Student Council
Forensics Club Julie.Harris@asd20.org	Thursdays	3:40-4:30 pm	Room 108	Competitive speaking, writing, and acting

STEM Club Katie.Flanagan@asd20.org	1 st & 2 nd Tuesday of the month	3:40 – 4:45 pm	Room 240	Science, Technology, Electronics, Math
Lego Robotics Club Katie.Flanagan@asd20.org	Mon.-Wed.	3:40 – 4:25 pm	Room 240	Science, Technology, Electronics, Math
Chess Club Natalia.brunton@asd20.org	Friday	7:30 - 8:15 am	LMTC	Play Chess with other EMS Students
High Trails Carla-rae.smith@asd20.org	Fall		Florissant, CO	(6 th) Outdoor education curriculum experience
FLARE Julie.Otis@asd20.org			Room 242	Outdoor science club focusing on human impact on Earth/wildlife
W.E.B. Chris.hampton@asd20.org			Room 203	8 th Grade Students mentor 6 th : Where Everyone Belongs
NJHS Amywhite1@asd20.org			Room 106	National Junior Honor Society
Ultimate Frisbee Wes.sparkes@asd20.org	Winter- Tues./Thurs.	5:30-7:00 pm	TBD	8 th Grade only
MathCounts Donna.hussain@asd20.org	3 rd Wednesday	3:40-4:25 pm	Room 202	Problem solving, mathematics competitions

EXPLORATORY CLASS DESCRIPTIONS

Exploratory courses are designed to provide basic orientation and exposure to curriculum subject areas. The courses have great potential for helping middle school students identify their own interests, appreciate fine and applied arts, and develop some rudimentary concepts and skills in the areas concerned. After giving one or two years to exploration, students who are committed to a continuous involvement in a particular exploratory curriculum may select that particular subject area for further application, appreciation and development. This approach contributes to the development of citizens who can effectively communicate, gather and use information, make responsible decisions, and adapt to the challenges of the future.

ART

The visual art program explores a variety of art mediums and techniques. It encourages critical and creative thinking skills along with self-expression. Students will build a foundation of art terminology and knowledge while experiencing a truly “hands on” work environment. Projects may include working with any of the following media; clay, drawing, fiber arts, or painting (watercolor/ acrylics). Students will also explore a variety of artists and/ or cultures throughout their artmaking experiences.

DIGITAL STUDIES & ANIMATION

Digital Media at Eagleview has two tracks.

The first track is a photography and video track. In 6th grade, students can take photography where they learn the basics of image composition and photo editing. In 7th grade, students grow their understanding of image composition as applied to video as they create a variety of videos and learn the process of video editing. This track culminates in 8th grade with the Broadcast program and 8th grade Digital Media classes. In Broadcasts, students learn to film and edit a daily news broadcast that is shown to the school. Students use the television studio and learn the equipment and techniques to create a high quality product. In the Digital Media class, students have the chance to grow as both photographers and video creators. Students increase their understanding of photography techniques through a variety of projects and genres. Later in the semester, students create videos around a variety of topics and genres.

The second track is an animation and video game design track. Students in 6th grade learn the basic principles of animation as they work on 2D, 3D and stop motion animation and grow in their understanding of what it means to be a storyteller. In 7th grade, students create video games which includes concepts related to animation, programming, problem solving and story-telling. The 8th grade video game design program challenges students to continue growing as story tellers, problem solvers and animators as they create games in both 2D and 3D.

FRENCH

Students may take a quarter long class in sixth grade which gives an overview of language and culture with an emphasis on French. In seventh grade, a quarter long class is offered where students learn conversational and grammar skills through modeling, oral activities and games. If a student is interested in taking year-long French this is offered in eighth grade.

SPANISH

Spanish is one of the two languages offered at Eagleview. Spanish is offered at every level. Spanish 6th and 7th grade are semester long classes as they set the foundations of the grammar and conversation skills for Spanish 1. The students learn the

fundamentals of the language by working on stories. 8th grade Spanish is a yearlong class that covers the content of Spanish 1 (grammar, vocabulary, speaking and listening) while working on conversation skills. Students who successfully complete the course may apply to Spanish 2 upon entering high school.

GATEWAY TO TECHNOLOGY

The purpose of Gateway to Technology is to expose students to a broad overview of the field of technology, engineering, and its related processes. The course has been designed to be activity oriented incorporating STEM to solve problems. Engineering skills will be used in units of study like Robotics, 3D printing and Rockets.

INDUSTRIAL TECHNOLOGY

Industrial technology classes include working with either woods or metals. Students will be introduced to the safe use of different types of hand and power tools. The emphasis is not only on the finished product but the construction process used to get there. These are traditional shop classes incorporating twenty first century skills, by using creative and critical thinking as well as problem solving.

ACOUSTIC GUITAR

This class is offered to eighth graders who is interested in learning the acoustic, classical guitar approach and is willing to practice. Students must have their own acoustic instrument. No electric guitars are allowed. Finger picking, note reading, and basic chords will be learned.

BAND

Band is a yearlong course in middle school. In sixth grade students may begin formal music training in the band. For the first year they are grouped into instrument groups (Woodwinds, Brass and Percussion). In seventh grade the students will continue to develop their technical skill, as well as elements of musicality. Students are grouped into Winds, and Percussion. 9th Grade Symphonic band is the final step of the middle school band program. Students will explore more demanding symphonic band literature and prepare for the transition into high school band.

CHOIR

Students will get to sing fun music in multiple styles and perform in choir concerts at EMS. Singers will receive high quality instruction and full year choir members will also have the opportunity to audition for select ensembles including the Colorado Middle School All-State Choir. Choir music will allow students to develop their musicality, vocal technique, critical analysis, memorization, performance etiquette, and teamwork skills all within a reasonable time commitment. Choir students will also be able to audition for individual and/or group solos before the concerts if interested. **Semester Choir** is great for instrumentalists in band or orchestra who would like a complimentary musical experience that will fit into their schedule.

DANCE

Introduces students to procedures, movement and vocabulary required for safe, effective and artistic participation in dance. The course provides a sequential introduction to dance techniques such as warm up, cool down, conditioning, stretching, and choreography. Students are introduced to a variety of dance styles including ballet, modern, tap, jazz, and world dance. Students conduct creative movement studies and choreographic elements such as relationships, levels, speed, direction, and pathways in individual, partner and group activities.

DRAMA

The drama department at Eagleview offers various courses to the students. 6th Grade Drama is a quarter long class which explores basic acting techniques, vocabulary and technical components of theatre. 7th Grade Drama explores more advanced acting

through both scripted and improvised work. A semester long Fall play or Spring musical class is offered to eight graders and requires an audition. Both on-stage actors and back stage technicians are needed for this. In addition, a semester long tech theatre class is offered at the 8th grade level.

STRING ORCHESTRA

This class is open to all ability levels with at least 1 year of experience. Students develop individual skills while learning how to play in a large string ensemble. The music will sample some of the long history of string instruments and will include modern music of different styles along with classical selections.

JAZZ BAND

The Jazz Band is an auditioned ensemble. The Jazz Band is open to 7th and 8th grade students. Students will learn to play more commercial styles of music including swing, rock and fun. This ensemble is open to trumpet, trombone, saxophone, percussion, piano, guitar and bass guitar. This class meets every day during Eagle Time.

PHYSICAL EDUCATION

Physical fitness, skill development, and games are the focus of sixth grade physical education. Students will develop skills through the use of gross motor movement games. In seventh grade, team sports and fitness will be the focus. Students will use game rules and will incorporate game strategies into team activities that are developmentally appropriate. By eighth grade, lifetime, recreational sports and fitness are the main focal points. Students are also taught about nutrition during physical education.

STUDENT ASSISTANTS

Students help out and polish their people skills in this class. Students are asked to indicate where they prefer to work: Attendance, Counseling, Special Education, Pre-School, or SSN. A teacher must approve this placement.

WORLD CULTURES & CUISINE

Students will explore cultures from around the world through the lens of cooking. They will investigate what makes each culture unique by examining their history, religions, language, government, geography, music, art and especially their cooking. Students will learn basic cooking skills and also the science of cooking as they make delicious recipes from each culture. Part of the class will include classes on hospitality, manners, nutrition and kitchen safety.

YEARBOOK

This eighth grade class is responsible for the production and publication of the school yearbook. Students will be exposed to basic techniques of photography, layout, commercial art, and merchandising of periodicals. Computer skills are a must. The course often requires work outside of the classroom. Students must submit a completed application which includes a writing sample and two teacher recommendations to take this course.

ACADEMIC CORE CLASSES

Core classes at Eagleview are language arts, math, science, and social studies. All teachers demonstrate differentiated instructional methods to reach the learning styles of each and every student.

LANGUAGE ARTS

6th GRADE

Sixth Grade Language Arts focuses on the exploration of literacy genres through quarterly novels, art exploration, and thematic units with project-based learning. Through reading comprehension strategies, vocabulary focuses on Greek and Latin roots, and analysis of multi-media sources, students develop speaking, listening, reading, and writing skills foundational to success in middle school. Students learn how to write for a variety of purposes and utilize textual evidence to support claims. Empowered by collaboration and problem solving in the 21st century classroom, students make connections to characters, situations, and become more globally aware.

7th GRADE

Seventh Grade Language Arts, through the use of technology and the study of literature, develops students' analytical skills supported by textual evidence. Students continue to increase proficiency with vocabulary strategies, reading comprehension, poetry, and oral presentation. Students actively interact with academic content using technology, project-based learning, and problem solving. Communication skills are strengthened with focus on the writing process with a variety of structures to support students in connecting to their community and the world.

8th GRADE

Eight Grade Language Arts focuses on developing an appreciation of literature and art, improving communication skills, and encouraging an understanding of literature as a reflection of the human experience. Through the variety of texts, students are encouraged to explore universal themes, global ideas, and societal archetypes to develop a sense of empathy and connectedness to the works as they discover their personal identities. Empowered by language skills such as a strong vocabulary, effective use of grammar, and clear reasoning structure, students learn to voice their opinions in a 21st Century community.

MATH

6th Grade: Pre-Algebra A

Instructional time will focus on five critical areas: (1) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (2) writing, interpreting, and using expressions and equations; (3) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (4) analyzing geometric principles focusing on 2-dimensional figures, prisms; and (5) developing understanding of statistical thinking. Students who are mathematically proficient will demonstrate characteristics defined by the Standards for Mathematical Practice. (CAS 6)

6th Grade: Compacted Pre-Algebra

Students in Compacted Pre-Algebra will begin in a course sequence that compacts three courses over two years (A, B and Linear Algebra). Instructional time will focus on six critical areas: (1) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) writing, interpreting, and using expressions and equations; (4) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (5) analyzing geometric principles focusing on 2-dimensional figures, prisms, and informal geometric constructions and (6) developing understanding of probability and statistical thinking. Students who are mathematically proficient will demonstrate characteristics defined by the Standards for Mathematical Practice. (CAS 6/7)

6th Grade: Advanced Compacted/Linear Algebra

Students in Advanced Compacted/Linear Algebra will begin a course sequence that compacts three courses over two years (B, Linear Algebra and Algebra I). Students must have demonstrated mastery of 6th grade Colorado Academic standards. Instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and formulating, reasoning about and solving expressions and equations, including linear equations; (3) solving problems involving scale drawings and informal geometric constructions; problem solving and analyzing with 2- and 3-dimensional shapes/space involving area, surface area, volume, distance, angle, similarity, and congruence; and (4) developing understanding of probability and statistical thinking. Students who are mathematically proficient will demonstrate characteristics defined by the Standards for Mathematical Practice. (CAS 7/8)

7th Grade: Pre-Algebra B

Instructional time will focus on five critical areas: (1) developing understanding of and applying proportional relationships; (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; (4) working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (5) developing understanding of probability and random sampling. Students who are mathematically proficient will demonstrate characteristics defined by the Standards for Mathematical Practice. (CAS 7)

7th Grade: Compacted/Linear Algebra

Students in Compacted/Linear Algebra will complete a course sequence that compacts three courses over two years (A, B and Linear Algebra). Instructional time will focus on eight critical areas: (1) developing understanding of and applying proportional

relationships; (2) solving problems involving scale drawings; (3) formulating and reasoning about expressions and equations; (5) modeling an association in bivariate data with a linear equation; (6) solving linear equations and systems of linear equations; (7) grasping the concept of a function and using functions to describe quantitative relationships; (8) analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence; and (9) understanding and applying the Pythagorean Theorem. Students who are mathematically proficient will demonstrate characteristics defined by the Standards for Mathematical Practice. (CAS 7/8)

7th Grade: Advanced Compacted/Algebra 1

Students in Advanced Compacted/Algebra 1 will complete a course sequence that compacts three courses over two years (B, Linear Algebra and Algebra I). Instructional time will focus on five critical areas: (1) working with quantities and rates, including simple linear expressions and equations; (2) interpreting, writing, and comparing functions, relationships, additive change, multiplicative change, and arithmetic sequences; (3) describing relationships between quantities using regression techniques; (4) creating and solving equations, inequalities, and systems of equations involving quadratic expressions; and (5) exploring distinctions between rational and irrational numbers, key characteristics of quadratic functions, and models of more specialized functions. Students who are mathematically proficient will demonstrate characteristics defined by the Standards for Mathematical Practice. (CAS 8/Algebra 1)

8th Grade: Linear Algebra

Instructional time will focus on six critical areas: (1) formulating and reasoning about expressions and equations; (2) modeling an association in bivariate data with a linear equation; (3) solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; (5) analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence; and (6) understanding and applying the Pythagorean Theorem. Students who are mathematically proficient will demonstrate characteristics defined by the Standards for Mathematical Practice. (CAS 8)

8th Grade: Algebra 1

Topics consisting of analyzing and solving linear equations, pairs of simultaneous linear equations and functions will be further developed. Students will construct, compare, solve, and analyze linear, quadratic, and exponential functions and inequalities as well as perform arithmetic operations on polynomials. Students will also summarize, represent, and interpret data, including Personal Financial Literacy topics. Students who are mathematically proficient will demonstrate characteristics defined by the Standards for Mathematical Practice.

8th Grade: Geometry

Topics consisting of Pythagorean Theorem, congruence and similarity will be further developed. Students will prove geometric theorems involving similarity, transformation, and congruence of two-dimensional and three-dimensional figures using inductive and deductive reasoning and constructions. Students will solve problems and model real-world situations involving two-dimensional and three-dimensional figures, trigonometric ratios, probability, and Personal Financial Literacy. Students who are mathematically proficient will demonstrate characteristics defined by the Standards for Mathematical Practice.

SCIENCE

6th GRADE

Sixth grade earth science develops an understanding of the nature of science and the basic processes and skills used by scientists. Students investigate topics including geology, meteorology, oceanography and astronomy using a hands-on, discovery approach to gather, organize, evaluate, and communicate data gathered in their investigations. Students are provided opportunities to apply the process of science to real world problems and to investigate issues of personal interest. Technology is integrated throughout the curriculum, might include, but not limited to the use of electronic textbooks, google classroom, streaming video and other techniques, to support the concepts being developed. An optional unit in human sexuality is also offered.

7th GRADE

Seventh grade life science develops an understanding of the nature of science and the basic processes and skills used by scientists. Students investigate topics including the characteristics of living things and how living things interact, the interrelationships of matter and energy in living things, the structures and their functions in living things, including humans, and how living things change genetically and over time using a hands-on discovery approach to gather, organize, evaluate, and communicate data gathered in their investigations. Students are provided opportunities to apply the process of science to real world problems and to investigate issues of personal interest. Technology is integrated throughout the curriculum, might include, but not limited to the use of electronic textbooks, google classroom, streaming video and other techniques, to support the concepts being developed. An optional unit in human sexuality is also offered.

8th GRADE

Eighth grade physical science develops an understanding of the nature of science and the basic processes and skills used by scientists. In this laboratory-based course, students study measurement (including a review of metric system); the concepts of motion; velocity and acceleration; the classification of matter; atomic theory; physical and chemical changes; relationships between matter and energy; wave theory; and an overview of environmental issues. Technology is integrated throughout the curriculum, might include, but not limited to the use of electronic textbooks, google classroom, streaming video and other techniques, to support the concepts being developed. An optional unit in human sexuality is also offered.

SOCIAL STUDIES

6th GRADE

Students establish an understanding of the interconnections between history, geography, government, and economics through the study of western hemisphere including, but not limited to, Aztec, Maya, Inca, Inuit, Native Americans, Explorers and Colonizers.

7th GRADE

Students establish an understanding of the interconnections between history, geography, government, and economics through the study of the Eastern Hemisphere including, but not limited to, Greece, Rome, China, Africa and Ancient Civilizations (including Medieval).

8th GRADE

Students establish an understanding of the interconnections between history, geography, government, and economics through the study of the United States with an in-depth emphasis on the American Revolutions through Reconstruction.

ONLINE CURRICULUM MAPS

We're excited to launch our grade-level/content curriculum maps! Curriculum maps are a systematic way of outlining focused curriculum, instruction, and assessment. By thinking and building our maps with the end in mind (backwards lesson planning), we have been able to align instruction to the newest Colorado Academic Standards, overarching concepts and skills that each student will know and be able to demonstrate by the end of each school year.

Please browse our curriculum maps and units of instruction. Feel free to email the teacher and/or administrator working with that team should you have any questions. Click here to access [EMS Curriculum Maps](#).



SCHOOL ACCOUNTABILITY COMMITTEE (SAC)

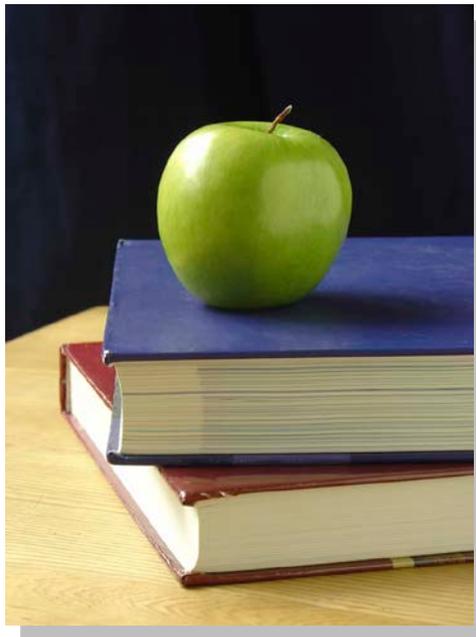
The most effective schools are those in which parents, teachers and administrators actively work together to provide the best learning opportunities for each and every child.

The committee consists of parents, community representatives, student representatives, and staff members. The purpose of this committee is to fulfill local, state and federal mandates as outlined in the District 20 policies and state statutes as it applies to Eagleview.

What does the School Accountability Committee (SAC) do?

- **Budget** – Makes recommendations to the principal regarding priorities for budget expenditures of the building. As the committee members review the proposed expenditures, they should consider how these monies support their School Improvement Plan.
- **Site Plan** – Assist in the development of the School Improvement Plan with goals and action plans which must fit within the district’s goals established by the D20 Board of Education, and the state standards. It must also fit within the school’s philosophy of education.
- **Accreditation** – Discuss the means for determining whether decisions affecting the educational process are advancing or impeding student achievement.
- **Focus Items** – The secondary purpose of the BAC is to gather information and provide input on selected focus items.

Meetings are held once a month



PARENT PARTNERS

This is a support and information gathering group that creates a communication link between the parent and the school. They help to provide a sense of school community and pride. Speakers are invited monthly to address the parents on areas of their interest. Parents are encouraged to fill out a volunteer form to help both within the school and outside the school throughout the year.

Areas where parents can be of assistance are as follows:

ON-SITE HELP:

- School Pictures
- Vision & Hearing Screenings
- Fall Parent Teacher Conferences
- Spring Parent Teacher Conferences
- Book Fair Week
- Patriotic Speech Festival
- Science Olympiad/Science Fair Help
- EMS Accountability Committee
- Technology Committee
- Library Assistance (LMTC)
- After School Sports

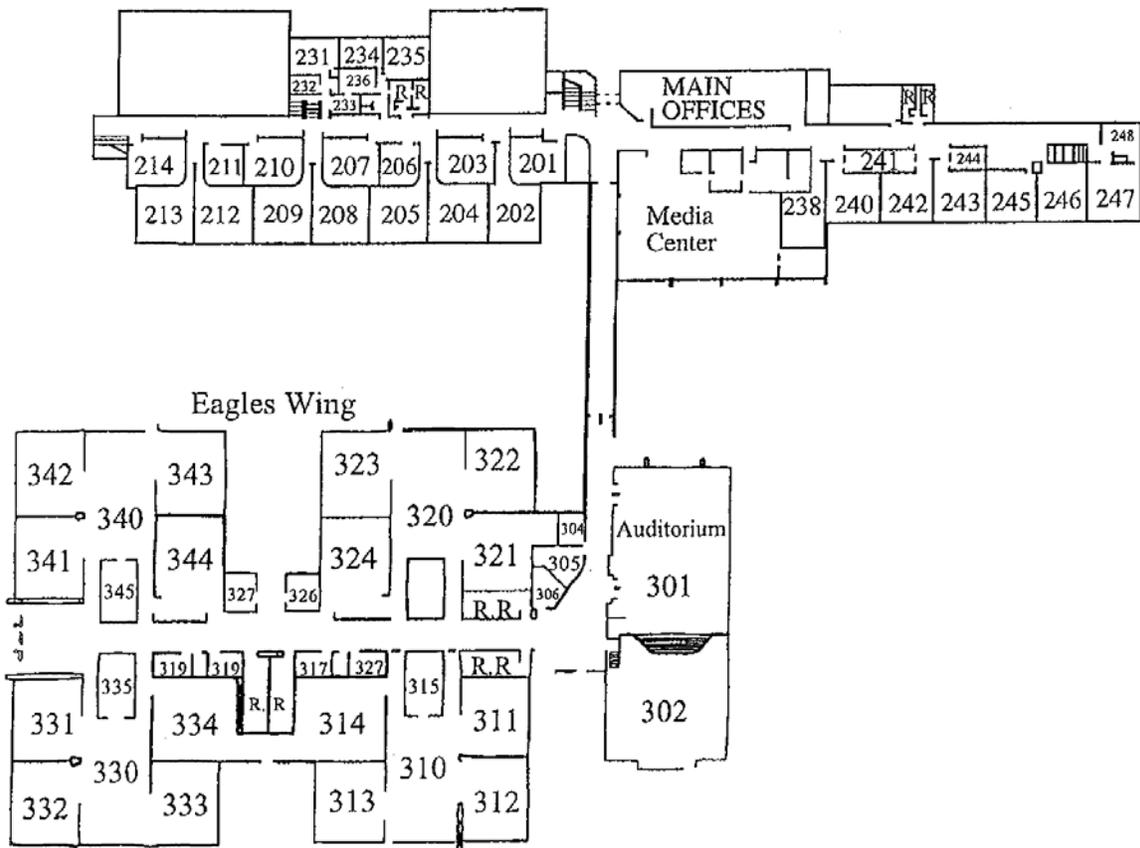
OFF-SITE HELP:

- Refreshments (Baking & Other)
- Monthly Teacher Treats (Committee)
- State Testing Healthy Snacks (March)
- Monetary Donations (\$20 Suggested -Tax Deductible)
- Faculty Fall/Spring Appreciation Meal

Meetings are held throughout the school year

Eagleview Middle School

North Upper Level



Lower Level

