

Kihei Charter School

Student Handbook

Middle School

Addendum 2019-2020

July 15, 2019

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Arrival/Dismissal

Student safety is a primary concern at Kihei Charter School. As a charter school, we do not have the ability to provide transportation for our students. It is the parents/guardians responsibility to provide transportation for your child to and from school in a timely manner.

- The drop off and pick up point for all students is in front of the school. The area in front of the building is a loading and unloading zone only. Please say goodbye quickly to your child and keep your car moving except for during active loading and unloading of students. Please park your car on side streets if you will be stopping to enter the campus. Traffic must be able to flow during all drop off and pick up times.
- All students should be dropped off no earlier than 7:30 am Monday through Friday. We begin serving breakfast at 7:35 am and members of our staff are here from 7:15 am onward. Once your child has been dropped off, they are not permitted to leave campus without permission.
- On Wednesdays, students will be dismissed one hour earlier. There is Open Lab after school for students in 4th through 8th grade from 1:15 pm to 2:15 pm on Wednesdays. There is school van transportation to the Kihei Youth Center five days a week. Any student grades 4 through 8 who is unable to be picked up by 2:45 pm will be required to go to the Kihei Youth Center. As parents/guardians, you will be required to fill out the Kihei Youth Center application form and pay the yearly dues of \$10. Families under financial hardship may apply to have their dues waived. There is no KYC transportation after open lab.
- All students who are attending an after school activity must be picked up within 15 minutes of the end of that activity. Students attending Open Lab must remain in the lab until 3:20 pm unless they are signed out by a parent. If you are not able to arrange pick up for your child in the required time frame, he or she will no longer be allowed to participate in the after school activity. All students in after school activities must leave campus within 15 minutes after the end of their activity. There is no KYC transportation after Open Lab.

Academic Policies

Grading Policies for all middle school subjects, grades are weighted in the following manner:

- 50% - Assessment – assessments are both formative and summative and measure students' mastery of standards. At KCS, assessments include tests and quizzes as well as projects and presentations.
- 25% - Homework and Classwork – all homework must be completed. Anytime a student has not completed an assignment they will be required to complete an, "Incomplete or Missing Assignment Form." In this form, students will explain why the assignment is not done and set a new completion date. Teachers may reduce grades on late homework. However, a grade of zero will never be given on a homework assignment that demonstrates effort.

- 25% - Twenty First Century Skills – the KCS 21st century skills are outlined on pages 4 and 5 of the K-12 Student Handbook. In keeping with our mission statement, we instruct and assess students on the skills needed for a successful life in the 21st century. The gradebook will show which 21st century skills are being evaluated.

Grading Scale

90 - 100	Exceeds Expectations
80 - 89	Meets Expectations
70 - 79	Approaching Expectations
69 or Below	Does Not Meet Expectations

State Testing

Students in grades 3 through 8 are required to participate in state-wide testing during the designated testing weeks throughout the school year. Testing is administered on site at the School. Kihei Charter School, being a public school, is responsible for ensuring that all students, in the assigned grades, participate in state testing. The staff will work with students and provide materials to families to prepare the students for standardized testing.

Progress and Report Cards

Progress reports and end of the year report cards are accessed by parents through Powerschool at the end of each semester.

Emergency Drills

Students will be informed of the appropriate action to take in an emergency. Drills for fire, weather and other emergencies shall be conducted each school year in accordance with the requirements of counties, municipalities or fire protection districts in which school buildings are located.

Dress Code and Logo Wear (School Shirts)

Kihei Charter School has set basic standards to foster a concept of appropriate dress for the school as well as a business setting. There will be times when students are expected to be attired in a manner that exhibits a more professional demeanor, such as presentations or field trips. While we respect students' right to freedom of expression, we must also respect the right of others, and we must strive to represent ourselves, and KCS, in the most appropriate manner possible.

All students in grades K through 8 are required to wear school shirts, logo wear every day. Logo wear serves the following purpose:

- Safety and identification of students in the field
- Cultivation of a positive school culture / School Pride and Program Commitment
- Positive presence in the community

Apparel considered indecent and inappropriate for the educational atmosphere of the school and school related activities is strongly discouraged. When it has been determined that a student's dress is inappropriate, the student may be asked to change their attire or they may be issued a school shirt to wear for the remainder of the day. Continued violation of the dress code will result in a conference with the parent/guardian, student and an administrator.

Inappropriate dress will be determined by the administration. Administration reserves the right to make additions or deletions to the student dress code as conditions or fads change. Disruption and health and/or safety concerns would be the cause of additions or deletions to the dress code.

Inappropriate accessories may be confiscated and will then be returned to the student at the end of the day or the parents may be asked to pick up the item after school.

As a guide for students, the following is an incomplete, yet helpful, list of unacceptable clothing for school as determined by the Kihei Charter School Board of Governance (If there is uncertainty regarding appropriateness of clothing, KCS director/staff will make a determination):

Unacceptable:

- Items that display/contain inappropriate messages
- Items that display/contain statements or symbols that are derogatory to one's race, gender, national origin, religion, or sexual orientation
- Items that may be interpreted as promoting gang activity or an affiliation with gang activity
- Items that cause underwear to be exposed, including boys wearing undershirt tank tops (and including transparent clothing) Spaghetti straps tank tops and tube tops
- Short/skirts that do not reach finger length (arms straight down from shoulders)
- Items that expose a student's hip bones or pelvic region
- Items that can be considered "midriff" or "crop tops"
- Bathing suits, pajamas, lingerie, beach cover-ups, hats, and sun glasses inside of school.
- Items that do not sufficiently cover the body
- Bare feet (i.e. not wearing shoes)
- Items that damage the floor, furniture, school or other property
- Hats, bandanas, and hoods (Appropriate hats may be worn in the field)
- Modified school logo t-shirts

Students in grades K-8 are required to wear dress code appropriate clothing and logo wear each day of school. Students are expected to arrive at school prepared for the day's activities and in their appropriate logo wear. Students need to be appropriately dressed in order to attend class. **School logo t-shirts must be visible at all times while out in the field.**

Inappropriately dressed students, i.e, immodest clothing or without logowear will be sent to office and unable to return to class until appropriately dressed. Parents may be called to bring suitable clothing. Dress codes violations are documented. Repeated dress code violations will result in escalating consequences

Behavior of Students

Education is our fundamental function, and we are committed to ensure that each student shall have the best opportunity possible to grow academically, emotionally, and socially to become productive citizens able to function in society. In support of this, the Kihei Charter School general discipline policies seek to:

1. Promote a safe and secure learning environment.
2. Promote positive self-esteem so as to prevent students from acts which impede the learning process or which are self-defeating, self-destructive or anti-social.
3. Promote responsible student conduct throughout the school day and at all school sponsored activities.
4. Maintain appropriate student demeanor while the student's educational activities and responsibilities remain uninterrupted.

Effective discipline requires the mutual respect and involvement of the total school community. The discipline plan is designed to support positive behavior and teach, counsel and redirect unacceptable conduct.

In-Class Discipline Policies

As a means of tracking minor student behavior concerns at Kihei Charter School, teachers will document the infractions in our discipline log and contact parents via email. We have a tiered discipline program with escalating consequences.

Level One

- Staff members will use classroom-based interventions (i.e. -written reflection, apology, time out, class seat change, parent contact, etc.) Teachers document incident in Discipline Log.

Defiance/Disrespect/Non-Compliance: Student engages in brief or low-intensity failure to respond to adult requests.

- Disruption: Student engages in low intensity, inappropriate disruption.
- Dress Code Violation: Student is wearing clothing that is not within the dress code of the school.
- Inappropriate language: Student engages in low-intensity instance of inappropriate language.
- Physical Contact: Student engages in non-serious, inappropriate physical contact.
- Property Misuse: Student engages in low-intensity misuse of property.
- Tardy: Student arrives to school after school has started or class after class has started, or both.
- No student planner: Students should have their planner with them daily.

Level Two

After three documented level one incidences, teacher completes referral form; 1 hour after school detention assigned. Parent contacted by the Dean of Students.

Level Three

Continuous minor infractions after the first detention has been served. Teacher Completes Referral form; 2nd Detention assigned; Dean of Students sets up Parent Conference; Behavior Contract is initiated.

Level Four

Teacher completes referral form; escalated disciplinary action up to and including suspension. Student -Parent conference with Director is scheduled.

GRADES 7 AND 8

PROGRESSIVE DISCIPLINE PLAN

STUDENT BEHAVIOR CODE (Point System)

Most routine discipline problems at the Kihei Charter High School will be dealt with using four steps. These steps may vary due to situations in individual classrooms.

- A. The first time a student breaks a rule; the staff member will give the student a verbal reprimand, or take other appropriate action.

- B. The second time the student misbehaves, the staff may decide to take away a privilege or take other appropriate actions. This action will be logged in Powerschool by the staff member.
- C. For the third offense, the discipline support staff will contact the parents telling them of their child's unacceptable behavior. The staff may also administer a consequence, and log in Powerschool.
- D. On the fourth offense, the student will be referred to the Dean of Students. The Dean will also administer a consequence ranging from detention to out-of school suspension, etc. If the student is kept after school, the parents will be notified in advance.

These routine steps will take care of most problems with misbehavior. However, steps have been determined for more serious or continued behavior.

The purpose of a discipline system is to:

- * Improve the educational environment for students, teachers, parents and staff. Inform students and parents of rules and policies.
- * Record discipline violations in a systematic way.
- * Predetermine disposition for violations, when possible.

Parents and students must be aware of school board policy and procedures concerning acceptable and unacceptable behavior in our schools, school vehicles, etc. Progressive discipline is based upon the belief that an individual does not have the right to infringe upon the rights of others. Also, all people concerned with the school have the responsibility of creating a positive environment within the building, on school property, or at any school event.

The vehicle used to implement the discipline system is a point system. All points will be assessed by the Dean of Students, as the result of behavioral referral. Teachers will try to resolve problems prior to referring a student to the Dean's office.

This policy applies to the entire academic year, all academic levels, and is the behavior code for our students at school and at all school sponsored events. Athletic codes of conduct may extend beyond the academic year.

A. Levels of dispositions are as follows:

At all levels parents or guardians will be notified by telephone contact, a copy of referral form to be signed and returned, or information emailed home informing parents or guardians of violations of this behavior code. Parental conferences may also be necessary at various times during the year to help modify behavior.

Whenever deemed appropriate, counselors, outside agencies, and law enforcement officials may be brought into the process.

Any points assessed during the last fifteen (15) days of school will be held over to the following year on the individual's point record.

1. At one (1) point the consequence will be from a warning to a detention.
2. At two (2) points the consequence will be a detention
3. At three (3) points the consequence will be a detention and a parent conference.
4. At four (4) points the consequence will be one-day suspension.
5. At five (5) points the consequence will be two-day suspension
6. At six (6) accumulated points a parent conference will be held informing them of the student's status. The consequence at this level will range from 3-5 full days of out-of- school suspension.
7. At seven (7) accumulated points a parent conference will be held informing them of the student's status. The consequence at this level will range from 5-10 full days of out-of- school suspension.
8. At eight (8) accumulated points a parent conference will be held informing them of the student's status. The consequence at this level will range from 10-15 full days of out-of-school suspension.
9. **After reaching 9 points a parental conference will be held. The conference will include a member of the Board of Governance and an administrator.
10. At ten (10) points the consequence is immediate suspension from school and recommendation to the Board of Governance for expulsion from school.

NOTE: No credit will be given for daily assignments during time of suspension. Tests, projects, and long term assignments that occur during the suspension but cover more than the days of suspension will receive credit.

B. Point Roll Backs

1. If a student accumulates zero (0) points for ten (10) school calendar days, their individual point total will be reduced by one (1) point by action of the building administrator, and every 10 school days thereafter.
2. When a student ends the current school year, all points will be rolled back to zero (0) for the next school year. However, any student who is given points the last fifteen (15) days of school or long term suspension issued by the Board of Education - those will be CARRIED OVER to the next school year.
3. Upon returning from a long-term suspension issued by the Board, the student will begin with zero (0) points.
4. A student may earn positive points to erase discipline points by committing service hours to the school. 1 Positive point can be earned for each 2 hours of service.

Community Service hours can be earned through the following, but not limited to:

1. Gardening help
2. Janitorial duty (sweeping, scrubbing desks and chairs, trash collection, etc)
3. Peer Tutoring
4. Organizing the school lending library
5. Cafeteria Duty

POINT ASSESSMENT

C. One (1) Point Violations

1. Disrespect to school official, teacher or staff employee
2. Skipping class
3. Leaving class without permission
4. Possession of inappropriate items, including but not limited to toy guns, water balloons, pea shooters, spit wads and other non-weapon items, which when used create minor disruptions
5. Disorderly conduct, or physical contact (pushing, etc.)
6. Missing a detention without making alternative arrangements
7. Misuse of permits or giving false information (the act of illegally using writing, or displaying in writing the names of another person, falsifying times, grade, addresses,

absence excuses, or other information on school forms)

8. *Skipping school (per day)
 9. Off campus without permission
 10. Cheating on classroom assignments or tests (refer to teacher's class rules for effect on grade)
 11. Six or more tardies to a class during one semester (persistent disobedience)
 12. Violations of the school dress code
 13. Public displays of affection
 14. Loitering in any area for other than intended purposes (bathroom, parking lot, etc.)
 15. *Behavior that infringes on the rights and/or safety of others
 16. *Obscene and/or lewd behavior and/or language (obvious suggestive sexual gestures exhibited in view of students or staff member: profane language - the act of swearing or cursing).
 17. *Willful destruction or defacement of school property or the property of others (damage less than \$100.00; restitution is expected)
 18. Possession of lighters, matches, or laser pointers
 19. *Copying or tampering with another person's computer file or a school owned program/system or any school record.
 20. Cell phone policy violation
 21. *Gambling (ex. Poker)*
 22. *Theft of school property or the property of others (value less than \$100.00; restitution is expected)
 23. Failure to report directly to the office for disciplinary action
- D. Four (4) Point Violations
1. *Use of or possession of tobacco, vapes or similar devices (per offense)

2. *Fighting or provoking a fight
3. *Physical attack/assault
4. *Unauthorized sale of items
5. Persistent disobedience/Inappropriate Aggressive Behavior toward staff
6. Cyberbullying
7. *Insubordination (refusal to comply with reasonable request of school authorities or gross disrespect to school personnel)
8. *Extortion or physical threats for favor or money

E. Six (6) Point Violations

1. *Willful destruction or defacement of school property of others (damage of \$100 or over; restitution is expected)
2. *Possession of firecrackers or explosives of that nature
3. *False fire alarms
4. *Indecent exposure (flashing, mooning, etc.)
5. *Inciting others to violence or disobedience
6. *Sexual harassment (consistent with Board policy)

F. *Eight (8) Point Violations

1. *Arson (setting a fire)
2. *Bomb threats
3. *Unprovoked assault on a teacher, student, school employee, or any other person on school property or at school sponsored events
4. *Use of, under the influence of, or in possession of alcohol, illegal, or non-prescribed

drugs, inhalants, look-alike drugs, or paraphernalia on school property or any school sponsored activity

5. *Possession or use of pepper spray, tear gas, smoke bombs or similar devices
6. *Unauthorized sale, possession, or use of illegal or dangerous weapons (knives, pipes, clubs, firearms, bombs, incendiary devices or any object which can cause bodily harm)
7. *Threat or implied threat to student/school employee or their property

*Denotes - Possible Legal Action

This code may later be amended to include any other violation not specified.

All inappropriate violations or actions not covered in this code can be dealt with by the building administrator assessing from one (1) to ten (10) points depending on the severity of the offense.

NOTE: Out of school suspensions totaling no more than ten (10) days may be imposed on Special Education students under an existing IEP. Each time a new IEP is held, a new ten (10) day "clock" begins. In the event that a longer term of suspension is sought for a special education student, a conference must be convened to determine whether the student's program is appropriate, whether the student was aware of and understood the rules and whether the misbehavior was a manifestation of the student's handicap. If the IEP established that the student's program was appropriate, that the student was aware of and understood the rules, and that the student's misbehavior was not manifestation of the handicap (and this determination is not appealed) then a suspension of more than ten (10) days may be imposed. However, even under such circumstances, the District is not permitted to terminate special education services, but must continue to provide special education services even during the course of a long-term (more than ten (10) days) suspension, it is appropriate that another conference be convened to determine what certain special education services will be provided to the student during the suspension term.

FAQs

Below are some FAQ's that will assist parents in supporting our students:

- *Who do I contact if my child is absent?* **Parents should contact the front desk at 875-0700 regarding all attendance matters.**
- *Who do I contact if my child is struggling in a particular class?* **Parents should contact their child's teachers directly regarding any questions or concerns about a class.**
- *Who do I contact if my child is struggling significantly, or experiencing other non-academic issues?* **Parents should contact their child's advisor directly.**
- *What are the drop off/pick up times and protocol?*

Middle School - 8:25 – 2:25; Wednesday - 8:25-1:25 Early drop off 7:30 Late pick up 15 minutes after dismissal.

Open Lab one hour after school for students in grades 9-12 Monday through Thursday. There is no KYC transportation after open lab.

- Students should be dropped off in front of school. Parents must NOT park in drop off lane.
- Pick up in front of school. Traffic must be able to flow. If your child is late getting out, please circle around so that other parents may pick up their child.
- *Is there breakfast available?* **Breakfast is available from 7:35-8:05**
- *What are the open lab times and requirement for students?* **One hour after school Monday through Thursday. Students MUST have schoolwork to complete – there are no opportunities to play games.**

Open lab begins 5 minutes after dismissal for students in grades 6-8. Students will not be admitted into the lab after that time. Parents are required to pick up students immediately after lab is over. There is no KYC transportation after open lab.

- *How does my child pay for lunch?* **Parents may pay for student lunches at the front desk. School lunch is \$4.00**
- *How will I learn about the variety of online curriculum and powerschool grading procedures?* **Parent orientations will be held one week after the beginning of the school year. These**

trainings are mandatory and needed for the success of the student(s). Parents are responsible for checking powerschool gradebook regularly

- *How often will I get to meet with my child's teacher?*
 - Parent/teacher conferences are scheduled in the Fall and Spring for elementary school students.
 - Students in grades 6-8 will participate in student led conferences twice during the school year. Students will share their digital portfolio with parents and share plans for growth during their academic term. Parents also may schedule a conference with their child's teacher at any time by sending a request to the teacher via email.
 - Parent participation during conference times are mandatory and necessary for the success of the student.

- *Are there any open house events I am able to attend?*
 - Parents are invited to attend student exhibitions twice/year at the end of each semester. The purpose of the exhibitions are for students to showcase what they have learned throughout the semester.

- *Where can I go if I need more information?*
 - The front desk (875-0700) is open from 7:30 – 4:00 Monday through Friday.
 - Staff emails are first initial, last name @kiheicharter.org.

Kihei Charter School - 2019-2020

Consent and Agreement and Photo Release

- I have read the Kihei Charter School Student Handbook
- I understand the policies and procedures explained in the handbook
- I agree to comply with all policies and procedures of Kihei Charter School

Parent Signature:

Date:

Student Signature:

Date:

In addition, I hereby authorize and consent to the taking of photographs and video recordings of my child by Kihei Charter School and its partners. I hereby authorize and consent to the use of such photographs and video recordings in connection with newspaper stories, television programs, teaching, website, and publicity about the school.

Parent Signature: _____ Date: _____

OR

No, I do not authorize and consent to the taking of photographs and video recordings of my child by Kihei Charter School and its partners, nor do I authorize and consent to the use of such photographs and video recordings in connection with newspaper stories, television programs, teaching, web site, and publicity about the school.

Parent Signature: _____ Date: _____

Kihei Charter School –Parent Authorization for Travel 2019 - 2020

Dear Parents and Guardians:

Permission is requested for your student to participate in many out-of-school/field-based activities for the 2017-2018 school year. This permission slip will serve as the universal permission for your child this school year.

Name of Student: _____ Home Phone:(_____)_____

Emergency Contact #1: _____ Phone #1(_____)_____

Emergency Contact #1 relationship to student: _____

Emergency Contact #2: _____ Phone #2: (_____)_____

Emergency Contact #2 relationship to student: _____

Emergency Contact #3: _____ Phone #3: (_____)_____

Emergency Contact #3 relationship to student: _____

My student **HAS** permission to participate in out-of-school activities this school year: _____

MEDICAL INSURANCE COVERAGE

In order to participate, students must be covered by medical insurance.

My student has medical coverage with: _____ Policy # _____

I grant permission for said student to participate in out-of-school activities, and to travel by means of transportation as required. In the case of an emergency, every effort will be made to contact the number listed on this form. In the case of illness or injury to said student, I hereby consent and authorize such medical or dental treatment as deemed necessary, and agree to pay for such medical and dental costs if incurred. I hereby release Kihei Charter School and all adult leaders from any liability and from any and all claims against them, individually or collectively, for any injury that might be received during this field trip or activity, or in traveling to and from such field trip destinations.

Print or type Parent's/Guardian's name: _____

Parent/Guardian's signature: _____ Date: _____

Middle School Course Descriptions

MATH

Math 6 - 6th Grade Mathematics includes the following units: number operations/systems; understanding expressions and equations; number theory, ratio and proportional relationships, the coordinate plane and functions, geometry; measurement and data, probability and statistics. Students will add, subtract, multiply and divide rational numbers (integers, fractions, decimals, and percents). Rational numbers will be the basis of our work with scale modeling, creating proportions, graphing, and solving puzzles. Other areas of emphasis will focus on the development of algebraic thinking through representation of relationships including equations and inequalities. A career, budget, and loan component will offer an opportunity for students to apply problem solving and develop economic thinking. Many of the units offer a PBL project where students learn mathematical ideas, develop thinking and problem solving skills, and maintain and apply basic computational skills.

Math 7 - This course focuses on building upon the math principles students have learned previously as we explore the next level of mathematical concepts and problem solving. Throughout the year there will be an emphasis on the mastery and usage of appropriate math vocabulary. We will cover operations with fractions and integers, both positive and negative. We work extensively with equations, inequalities, ratios/rates, proportions, and percents. We will apply the use of formulas to geometric figures as we explore area, volume, and surface area. We will work with graphing, displaying/analyzing data, and probability. Throughout we will focus on developing creative and independent problem solving skills.

Math 8 - This is an integrated math class course designed to build on the student's knowledge of algebraic, geometric and statistical concepts. Students will continue to deepen their understanding of linear functions, systems of equations, exponents, as well as discover quadratic functions, probability, surface area, volume, and statistics. Students will discover new concepts regarding quadratic functions, probability, topics of geometry, and statistics. In this class, there will be a focus on maintaining a positive mindset and the belief in the value of persistence as it relates to the learning and application of Mathematics.

SCIENCE

Science 6 - In fulfillment of Next Generation State Standards for 6th grade science, this class covers several different types of science such as physical science, ecology, and climatology. The students will learn about what scientists do and the similarities and differences between theories and laws. After reviewing the steps of the scientific method the students will design and conduct a scientific experiment. Students will review the different types of energy and will learn about how energy is measured. Ecology is introduced to students as they learn about abiotic and biotic factors. The students will learn about how cells were discovered and will learn the basics of cell theory. Students will review major organ systems as they learn about how living things are organized. The students will learn about earth science as well as climate and how weather patterns are formed. They will also learn about the composition and function of the atmosphere.

Science 7 - This is an activity-oriented course that integrates various topics in Physical Science as outlined in the Next Generation Science Standards (NGSS). Students are given hands-on opportunities to explore topics in energy, forces, motion, structure, and changes in matter through innovative technology and problem-based projects. A special emphasis is placed on developing inquiry skills through the use of the scientific process.

Science 8 - Eighth grade science will be following the integrated NGSS progression. Topics covered will be physics, evolution, astronomy, engineering, and human impacts. The main cross-cutting concepts are stability and change and scale proportion and quantity. In stability and change students will explore the dynamic condition of balance and the effects on a system. In scale, proportion and quantity students will explore space, cells, time, ratios, relative sizes of objects, waves, and mathematical relationships among different objects.

ENGLISH LANGUAGE ARTS

ELA 6 - 6th Grade ELA will focus on communications skills through reading, writing, speaking, and the study of the English language while simultaneously implementing 21st century skills to prepare students how to be self-directed learners in the 21st century. It's primary focus will be the mastery of different writing styles (Persuasive, Informational, Descriptive, and Research writing). We will be reading a variety of fiction and non-fiction text novels. In addition to writing assignments that will include journal writing, current events, and essays, vocabulary, spelling, and grammar assignments (as needed) will also be an important part of this class. Moreover, students should expect to work periodically in cooperative learning situations and to present information to your peers in collaborative teams as well as individually.

ELA 7 - Seventh grade Language Arts focuses on writing and reading in various formats. Primarily, reading will be focused on reading literature, informational texts and poetry. Running concurrent with this is the application of 21st century skills to prepare students how to be self-directed learners in the 21st century. Throughout the course, students extend their exploration of the role of personal voice in writing. They look at persuasive techniques, appeals, language, and images in print and non-print texts to inform their analyses and inferences for audience, purpose, and point of view. Through consistent practice and learning strategies, students continue to hone their reading and writing skills. Oral presentations and collaborative work give them opportunities to improve interpersonal communication skills as well as more formal presentation skills.

ELA 8 - These classes will push students to strive for excellence. Hard work and dedication will be necessary to succeed in these classes. English Language Arts will feature many interesting books and stories to read through and learn from. The writing assignments are varied and call for both creative thinking, and critical thinking. Students should expect to think beyond the surface level in this class.

SOCIAL STUDIES

Social Studies 6 - 6TH grade social studies will be an exploration of the birth of world civilizations including Mesopotamia, China, India, Greece and Rome. The study of these cultures will uncover mysteries of the past that will help us connect to present.

Expected Learner Outcomes:

1. Understanding change, continuity, and the cause and effect of historical events
2. Be able to explain historical events with multiple interpretations
3. Understand important historical events from ancient times to the Renaissance
4. Understand the historical impact of political institutions and similarities and differences in government across cultural perspectives
5. Understand roles and rights of American citizens and exercise them in civic action.
6. Understand culture and a system of beliefs, knowledge and practice and how it changes over time
7. Use geography to understand interactions between people
8. Understand different economic systems

Social Studies 7 - Topics included in our study of World History will begin with the formation of Europe and Russia and the growth of the national monarchies from 500 to 1500. We will also explore the Byzantine Empire, China, Japan, and the empires of in Africa and the Americas. Our next units investigate the Renaissance, the Age of Exploration, the Reformation, and the Scientific Revolution from 500 to 1800. Then we will focus on the democratic revolutions and the Industrial Revolution from 1500 to 1900. The interval of western domination from 175- to 1945 includes imperialism, World War I, nationalism, the Great Depression, and World War II. During this unit we will also study the history of Hawaii. Global issues in our independent world will also be connected in all of our units.

Social Studies 8 - Students will begin by exploring Native Americans before the arrival of western explorers. We will explore the process of colonization before turning to learn about the American Revolution. A special focus of 8th grade social studies will be understanding the foundations of our government, especially the US Constitution, the Bill of Rights, and our two party system. Later topics will include Andrew Jackson and the Indian Removal Act, the Seneca Falls Convention, technological development, Westward Expansion, Antebellum America, the Mexican War, the Civil War, Reconstruction, Imperialism, Immigration, World War I, The Great Depression, World War II, the Cold War, the Vietnam War, conflict and war in the Middle East, and the New Economy. Global issues will also be connected to all units.

ART

Art - The purpose of this introductory art course is to convey the philosophy that everyone can learn to draw realistically. There is no right or wrong way to do art; there is no reason for competition or criticism. Using the Five elements of shape, students will learn to train the eye to look and draw what they see. Art Concepts explored: Line, Shape, Value, Texture, and Color. There will be a variety of art mediums used: Pencil, Graphite Pencils, Charcoal, Pastels, Ink, Watercolor, Tempera/Acrylic Paint, Collage. Students will complete one cross curricular project each quarter that is with either History, ELA, Science, Math or Engineering.

PHYSICAL EDUCATION

Physical Education 7 - Seventh grade physical education is a class that continues to build on the skills learned in the lower grades and enables students to apply previously learned skills in controlled situations. Students will learn the benefits of participating in physical activities both now and in the future. A continuation of the fitness program reinforces positive behaviors while allowing students to manage their own progress and create/set physical goals. Students participate in activities that improve overall fitness such as jogging and stretching. Students learn skills, movements and rules to participate in games such as kickball, volleyball, basketball, soccer and flag football. Students will continue to learn and apply positive behaviors that enhance teamwork and sportsmanship.

Physical Education 8 - The 8th grade Physical Education program provides each student with the opportunity to participate, learn, and find success in a comprehensive and complete program consisting of various team sports along with physical fitness assessments. The students receive instructions in rules, skills, and strategies associated with different sports as well as learning experiences involving physical conditioning activities. The students will also have opportunities to become involved in lifelong physical activities through individual sport units. The program promotes a spirit of cooperation, leadership, fair play, sportsmanship, and overall friendly competition. One large goal for this year is to get student athletes mentally and physically ready and prepared for high school sports programs in the following years.

ENGINEERING

Technology/Engineering 6 - Students combine resources and techniques to create systems, attaining comprehension of how technological and the process of engineering work. Students will explore, design, redesign, analyze, and evaluate technological and engineering systems. Students apply the engineering design process through participation in hands-on engineering projects. They also explore technology and how it interfaces with the engineering: