

I will strive to achieve excellence in scholarship and character. — Peak to Peak's Honor Code



College Prep in a Small School Environment

**Middle School Academic Planning Guide
and
Course Description Booklet**

2019 / 2020



Table of Contents

Peak to Peak Overview	3
What is Peak to Peak?	3
Peak to Peak’s Mission	3
Peak to Peak’s Vision.....	3
History of Peak to Peak	3
Peak to Peak Differentiators	3
Grades and Grading Scale	4
Library.....	5
Extracurricular Activities	5
Middle School Course Descriptions	6
English.....	6
Mathematics	7
Science	9
Social Studies	10
World Language	11
Middle School Elective	12
Visual Arts	12
Health	13
Performing Arts	13
Physical Education	16
Technology	17
Miscellaneous Electives.....	17
Curricular Pathways	19

Peak to Peak Overview

What is Peak to Peak?

Peak to Peak is challenging, liberal arts, college preparatory kindergarten through 12th grade public charter school designed to provide students with excellent preparation for entrance to the best colleges and universities. Peak to Peak intends to become known as one of the top 100 schools in the United States.

Charter schools, public schools with their own boards of directors, operate within local public school districts. Because they are public schools, charter schools receive public funding and do not charge tuition.

Peak to Peak's Mission

- Provide broad access to an exemplary K-12 liberal arts, college preparatory education that challenges students to achieve their academic potential.
- Be a community that values and recognizes scholarship, academic achievement and creativity.
- Provide an environment in which each student is known, respected and valued as an individual of great potential and promise.
- Prepare students to become active and responsible citizens of an interdependent world.

Peak to Peak's Vision

The Peak to Peak community will inspire students to fulfill their academic dreams for college, to develop their creative passions and athletic talents, and to become responsible citizens.

History of Peak to Peak

In early 1998, the founders envisioned a school climate of consistent, high expectations and encouragement for students to work hard and strive to achieve their full potential. Consultation with numerous top-ranked public and private colleges across the country led to the development of the required and elective courses at the high school level. The kindergarten through 8th grade program was designed to provide a continuous scope and sequence of critical thinking skills and academic content to thoroughly prepare students for the rigorous Peak to Peak high school program. Throughout the process, school founders consulted university professors, educators, community members, and other focus and charter schools to ensure the highest standards for Peak to Peak. In May 1999, Peak to Peak Charter School received approval of its contract from the Boulder Valley School District.

Peak to Peak Differentiators

- The school is small enough to ensure that each student is known and valued, but large enough to provide a variety of academic, athletic, and extracurricular activities. Peak to Peak students nurture their artistic talents in a variety of vocal and instrumental music classes, fine arts courses, and theatrical performances. Leadership skills are honed with involvement in student council, academic competitions, "Reading Buddies," the National Junior Honor Society, and other extracurricular activities.
- Peak to Peak recognizes that acquisition of efficient work and study habits is a significant contributor to students' sense of comfort and their eagerness to take on new challenges. Students will be taught how to organize, plan, and track their work so that they can meet their goals.

Grades and Grading Scale

Note: the grading scale has been modified to eliminate the "D" grade, effective with the 2009-10 academic year. Students already enrolled at Peak to Peak who received "D" grades prior to the 2009-10 school year receive grade points and credits for those grades.

Letter grades will be assigned for all classes as follows:

A	=	exceptional achievement; grade percentage 89.5 % and above
B	=	high achievement; grade percentage 79.5 %-89.49%
C	=	average achievement; grade percentage 69.5 %-79.49%
F	=	failure to achieve; grade percentage below 69.49%
I	=	incomplete

- Semester grades are whole grades only, without +/- modification. Semester grades are final and are used to calculate student grade point averages.
- Quarter grades are in-progress grades and can include +/- modification to the letter grade as appropriate. The +/- grade modification provides more specific course progress information to students and parents.
- A student must achieve at the equivalent of C grade work in order to pass a course that is graded pass/no pass.
- A grade of I (Incomplete) is assigned when, due to extenuating circumstances, a student has not completed sufficient coursework for the teacher to assess student work and assign a grade reflective of the student's achievement, e.g. due to extended illness or recent enrollment in the class. It is not an alternative to a grade of F, which reflects failure to achieve.
- Assignment of a grade of I requires approval of the student's counselor or a Peak to Peak administrator.
- The teacher is responsible for converting a grade of I to a regular letter grade no more than three weeks after the end of the grading period. If a student does not complete missing assignments by this deadline, each missing assignment receives a score of zero percent and the grade calculation for the applicable grading period will be made on this basis.
- Grades of F or I, do not count towards fulfillment of course requirements.

Please note that middle school students enrolled high school courses **will not** receive high school course credit. All courses taken by a middle school student will receive middle school credit.

Middle School students in High School Classes / Concurrent Enrollment in a subject area.

Students will follow the curriculum pathways created for middle school students and meet all requirements of the middle school program in order to be eligible for advancement into additional courses at the middle/ high school level. Middle school students may be considered for high school Math or World Language classes when the student has been proven to be accelerated in those content areas and the appropriate placement course is not offered at the middle level. In all other content areas, including electives, middle school and high school students have separate and distinct courses.

Course Add-Drop and Withdrawal Procedures and Timeline

The master schedule is created from the course selections students make during registration in the spring. Staffing of these courses is then assigned accordingly. It is explained and impressed upon students that schedule changes are very difficult to make. Consideration of course selection is a very important and serious process. Students and parents are strongly encouraged to formulate class schedules together, as course changes and drops are restricted.

Schedule Changes: Schedule changes may be made by appointment with a counselor according to the below timeline. A class will not be overloaded to make a schedule change.

Procedure to change schedule:

- ❖ The last day to add a class for first semester is 5 school days after the beginning of the school year.
- ❖ The change request window for 2nd semester electives will end 5 days before the end of 1st semester. **No full year electives will be changed at this time.**
- ❖ Add/Dropped Classes: To add or drop a class, students must complete a schedule change form, get this signed by the teacher and parent, and receive approval by the counselor before the change is effective and before students may discontinue attendance or begin a new class.

Library

The Peak to Peak library is available for all Peak to Peak students for researching, studying, and recreational reading. A variety of materials are available for students, and library staff is ready to assist students in finding and using materials. Library hours of operation are 7:30 am – 4:00 pm Monday through Thursday, and 7:30 am – 3:05 pm Friday.

Extracurricular Activities

Opportunities are available for students to participate in a numerous extracurricular activities. Peak to Peak responds to students' interest levels for creating additional clubs and activities. At present, the following extracurricular activities, clubs, and athletics:

Activities:

- | | | |
|---------------------|-------------------------------|----------------------|
| 360 (WEB) | National Junior Honor Society | Talent show |
| Battle of the Books | Puma Athlete Service Outreach | Theater performances |
| Brain Bowl | Salish | Yearbook |
| Math Club | Stock Market Game | |
| Music performances | Student Council | |

Athletics opportunities:

ATHLETICS ACTIVITY:	OFFERED FOR GRADES:
Cross country	6, 7, 8
Boys interscholastic basketball	7, 8
Girls interscholastic basketball	6, 7, 8
Boys Baseball	6, 7, 8
Boys interscholastic soccer	7, 8
Girls interscholastic soccer	6, 7, 8
Track	6, 7, 8
Girls volleyball	7, 8
Intramural volleyball	6, 7

Middle School Course Descriptions

Peak to Peak Middle School offers a seven-period day. High school course options are available by subject for advanced middle school students; specific placement will be determined by assessment and/or teacher recommendation.

English

The English Department challenges students to strive for mastery in all areas of Language Arts in order to become excellent scholars in all disciplines. The Department promotes effective expression, critical thinking and life-long learning. The Department is committed to fostering a passion for literature and love of reading and writing for every student. The texts taught in English classrooms are chosen based on literary merits, importance in a college preparatory curriculum, and character education themes. English classrooms are nurturing environments where students of all abilities feel safe to take risks and challenge themselves.

Peak to Peak offers a literature-based curriculum that introduces students to a variety of high-quality works, many of which are recommended by Core Knowledge and others as classic pieces of literature. Each course focuses on responding to and analyzing written works orally and in writing, with strong emphasis on the writing of essays and other full-length products. In addition, the English Department weaves grammar study throughout each level, with topics introduced or re-taught as necessary.

English Level 1: Students will develop skill in decoding literal meaning in a variety of texts while beginning to identify stylistic and structural literary elements including plot, theme, and characterization. Students will use the writing process to create and organize expository paragraphs and five-paragraph essays based upon thesis statements. Students will improve their writing and speaking by learning new vocabulary. Formal grammar instruction includes conventions of sentence structure, capitalization, verb and pronoun usage, and punctuation.

English Level 1 Honors: English Level 1 Honors is a faster paced and more rigorous course than English Level 1, designed for the student who wants an extra challenge and is ready to accept significant responsibility for the learning process. The topics covered are the same as those in English Level 1.

English Level 2: At Level 2, students will expand their knowledge of literary elements to include point of view and figurative language. Moreover, they will gain greater skill and independence in identifying stylistic and structural elements introduced in Level 1. Responses to literature will include analysis as well as literal comprehension. Instruction will also focus on refining the five-paragraph essay and using writing to persuade and inform an audience. English 2 also features a unit on public speaking, including gathering and organizing information, developing audience awareness, and effective presentation. Grammar topics will include sentence structure, punctuation, and recognizing common roots, prefixes, and suffixes.

English Level 2 Honors: English Level 2 Honors is a faster paced, more rigorous course than English Level 2, designed for the student who wants an extra challenge and is ready to accept significant responsibility for the learning process. The topics covered are the same as those in English Level 2.

English Level 3: Students in Level 3 will begin to consider universal themes and cultural context in interpreting literature. Close analysis of an author's intent and style will include references to character, conflict, setting, theme, language, and imagery. Students will broaden their writing and

speaking repertoires to include a wider range of tasks, purposes, and audiences. Writing tasks will involve analyzing literature and authors' styles, persuading, comparing and contrasting, sharing research findings, and entertaining an audience via creative writing. Students will also focus on improving their personal writing style and command of formal English language. Grammar instruction will address conventions such as sentence structure, verb usage, capitalization, punctuation, and pronoun precision.

English Level 3 Honors: English Level 3 Honors is a faster paced, more rigorous course than English Level 3, designed for the student who wants an extra challenge and is ready to accept significant responsibility for the learning process. The topics covered are the same as those in English Level 3.

Mathematics

Mathematics not only facilitates logical thinking but is also used to describe and analyze our world. At Peak to Peak, our math classes teach students to value mathematics as a discipline unto itself, to make connections between mathematics and other disciplines, and to examine the applications of mathematics in our world. We balance the development of formal mathematical algorithms with critical reasoning and investigating mathematical properties and ideas. We expect students to think through the mathematics behind formal skills rather than to simply follow set procedures. Through practice, students become proficient with their formal skills and develop strategies for thinking critically.

In Middle School, we use calculators and other technology solely for the investigation of mathematical ideas and concepts when calculations and graphing by hand are excessively laborious. We expect students to perform computation of whole numbers, fractions, decimals, and percents without the aid of calculators.

Peak to Peak's honors and standard classes cover the same content. The difference between the classes lies in the mathematical rigor of the problems and the time spent introducing concepts. Students who enjoy challenging mathematical reasoning, have a solid mastery of concepts from the previous courses, and pick up material quickly will be candidates for the honor courses. Students who have historically struggled to master skills or who need extra time to process concepts will be placed in standard classes. Placement decisions are based on achievement in prior math classes, teacher recommendations, and diagnostic skills tests.

Our goal is for all students who begin our program in 6th grade to complete a full Algebra course by the end of 8th grade. This allows students to begin high school with Geometry. Our high school does offer an Algebra course if students need to reinforce their Algebra foundation before moving on to Geometry.

Highly advanced students have opportunities to take high school level classes during middle school. We take extra care with these advanced placements and multiple diagnostic tests may be required. Descriptions for these courses can be found in the High School Course Catalog.

Our middle school math courses include:

- Math Enrichment
- Pre Algebra Foundations
- Pre Algebra (honors and standard)
- Algebra 1A (honors and standard)
- Algebra 1B (honors and standard)
- Algebra I Honors (one year algebra course)

Math Enrichment: This class is designed for students whose math skills are below grade level. Students use a computer-based math program to independently practice computational skills and fill skill gaps. Additionally, students receive individualized interventions and extension work to reinforce concepts being taught in their core math class. Enrollment in this class is determined by teacher recommendation.

Pre-Algebra and Pre-Algebra Honors: *Pre-Algebra is recommended for students who demonstrate proficiency with whole number computation and can solve problems using benchmark fractions, decimals, and percents.* The course focuses on developing a solid foundation in computation and conversion between **ALL** fractions, decimals, and percents. In addition, students continue to develop proficiency in all four of the NCTM content strands. The major topics for each content strand are listed below.

- Number and Computations: calculation and conversion between all fractions, decimals and percents, computation with positive and negative numbers, unit rates and conversions
- Geometry and Measurement: graphing in four quadrants, volume and surface area, area and perimeter of all polygons, scale factor and similarity.
- Data/Statistics: line plots, scatter plots, experimental and theoretical probability
- Algebra: solving one and two step equations, representation of linear functions as patterns, table, and graphs, translating problems into written expressions and equations.

Algebra 1A and Algebra 1A Honors: *Prerequisite: Pre-Algebra.* Algebra 1A is the first half of a two year sequence that provides students with a solid foundation in algebraic thinking and problem solving. The algebra topics in this course include expressions and multi-step equations with fraction, integer, and decimal coefficients, one variable in-equalities, and functions represented with graphs, equations and tables.

In addition to adding to their algebra skill set, students learn to apply algebra to problems in geometry, data and statistics, and number sense. Topics include properties of proportions in similar figures, using linear equations to predict and analyze data displays, and studying probability of multiple event scenarios.

Algebra 1B and Algebra 1B Honors: *Prerequisite: Algebra 1A.* Algebra 1B is a continuation of the algebra curriculum in Algebra 1A. By breaking Algebra into a two year sequence material can be covered in depth and students develop a solid foundation in algebraic skills and algebraic reasoning. Upon completion of Algebra 1A and 1B students will be prepared for high school Geometry, followed by Algebra II/Trig.

The topics in Algebra 1B include systems of equations and inequalities, properties of exponents, polynomials and factoring, rational expressions and functions, and quadratic functions.

Algebra 1 Honors: *Prerequisite: Pre-Algebra Honors and formal consultation with the student and family.* Algebra Honors covers the material from Algebra 1A and Algebra 1B in one year. (see above for course content). Students considered for this course demonstrate exceptional skills in algebraic thinking and number sense and can pick up new material very quickly. Students in Algebra Honors must exhibit excellent study skills and a high level of maturity in order for them to be comfortable and successful in courses with older students.

Geometry & Probability Honors: *Prerequisite: Algebra Honors and department recommendation.* Students will study Euclidean geometry with a more detailed emphasis on inductive and deductive reasoning and will be asked to demonstrate their knowledge of the material primarily by way of proof. Topics include properties of points, lines, rays, planes, polygons, circles, spheres, congruence, parallelism, perpendicularity, similarity, transformations, basic trigonometry,

calculation of area/perimeter/volume, and the Pythagorean Theorem along with other theorem work.

Algebra II/Trigonometry Honors: *Prerequisite: Algebra Honors and Proof Geometry Honors.* This fast-paced course is intended for math students who need little to no algebra review of basic concepts like graphing of lines, substitution/elimination, solving equations, exponents, factoring, and the quadratic formula. In this course, students will study and perform operations with all functions such as linear ones with a two and three-dimensional analysis, quadratic functions, exponential and logarithmic functions, and all trigonometric functions and their inverses. Topics will include function vocabulary, Cramer's Rule, linear programming, introduction to vectors, solving quadratic equations and analyzing them graphically with real or imaginary solutions, exponential growth and decay, all logarithm properties, financial applications, sequences and series, probability through combinations and permutations, trigonometric ratios, formulas, and the unit circle, and the law of sines and cosines.

Science

The Peak to Peak Science Department seeks to create excitement for, and excellence in, the pursuit of knowledge and understanding of the natural world. Students are asked to approach scientific problems both critically and creatively, while developing a fundamental understanding of science as a thought process and applying those skills to real world situations in all disciplines. Specifically, students will be encouraged to develop their abilities to interpret current events, both scientific and otherwise, using inquiry and logic-based thought.

Science and technology go hand in hand in today's world and an understanding of the technology behind modern living is essential to being successful in college and in most careers. For this reason, Peak to Peak expects each of its students to have facility with and an understanding of technology and its role in modern society.

Incoming sixth graders will enroll in Life Science or Life Science Honors, depending on their math skills. Seventh graders will pursue either Earth Science or Earth Science Honors, depending on their math skills. Eighth graders will explore either Physical Science or Physical Science Honors, depending on their math skills.

Life Science: In this introduction to the science of biology, students explore ecology, cell structure and function, cell metabolism, classification, simple and complex organisms, evolution, genetics, and human body systems. Laboratory exercises introduce safe laboratory technique and provide hands-on learning opportunities. Basic research and reporting skills are developed through class projects that emphasize real world application of scientific concepts. A required science fair project fosters further development of scientific inquiry skills.

Earth Science: This class provides a solid grounding in the scientific method by exploring how scientific knowledge is gained. Students learn about the earth's structure and history, rock and mineral formation, crust transformation, the ocean and atmosphere, the climate and environment, the sun, the planets, and galaxies. Emphasis is placed on learning not only about these subjects but about how scientists have developed currently held theories. Students will research current issues in these areas and perform experiments that measure local conditions relating to areas under study.

Earth Science Honors: *Prerequisite: Pre-Algebra, or consent of instructor.* This class provides a deep understanding of the scientific method by exploring how scientific knowledge is gained. Students learn about the earth's structure and history, rock and mineral formation, crust transformation, the ocean and atmosphere, the climate and environment, the sun, the planets, and galaxies. Emphasis is placed on learning not only about these subjects but about how scientists have developed currently held theories. Students will research current issues in these areas and perform experiments that measure local conditions relating to areas under study. Honors students are

expected to perform more math and reading in the subject matter. Current events in Earth science are also explored in greater depth.

Physical Science: This course provides a foundation for high school science by concentrating on the areas of chemistry and physics. First semester units in chemistry will include properties of matter, physical and chemical changes, atomic structure, the periodic table, bonding, and chemical reactions. Second semester units in physics will include motion, forces, simple machines, energy, heat, electricity and magnetism, and waves. An emphasis is placed on solid laboratory techniques in preparation for high school science. To develop scientific inquiry skills, a science fair project is also included in the curriculum as part of the course requirements.

Physical Science Honors: *Prerequisite: Algebra Honors, Life Science Honors, and Earth Sciences Honors, or consent of instructor.* This course will introduce students to the foundations of chemistry and physics in preparation for high school science. First semester units in chemistry will include properties of matter, physical and chemical changes, atomic structure, the periodic table, bonding, and chemical reactions. Second semester units in physics will include motion, forces, simple machines, energy, heat, electricity and magnetism, and waves. This is a more rigorous course than Physical Science, designed for the student who wants a greater level of challenge and is willing to accept significant responsibility for the learning process. Emphasis is placed on advanced laboratory techniques including research and numerical analysis. To develop scientific inquiry skills, a science fair project with a research component is also included in the curriculum as part of the course requirements.

Social Studies

The Social Studies Department engages its students in a learning process in which every student's ideas and participation are valued. Students are encouraged to be intellectually curious, seek multiple perspectives in reading and discussion, and question what they read and hear in and outside of the classroom. Critical thinking skills and relevant content pieces are taught and supported at each level, essential to understanding a complex and constantly changing world. Students use the content knowledge they gain in each course in order to discuss and engage academically about their local, national and global communities, in which an understanding of the past is crucial to discussing current historical conflicts, modes of decision making, and political, economic and social paradigms.

Ultimately, the department's objectives are: to excite students about social studies and lifelong learning, to attend to students' academic needs, and to assist students in achieving their academic potential. To motivate student involvement in the school and local communities, the department promotes creative decision-making, engages students in current events and international affairs, and teaches the skills necessary to help students become active and engaged citizens. Department members make social studies relevant and challenge their students to grasp the interdependence of diverse peoples and cultures, both past and present.

American History: American History is an investigation of the political, social, cultural, and economic history of the United States from the end of the Civil War/Reconstruction era to the present. The course is a "capstone" that builds upon the elementary school's solid foundation in early American history. Trends including industrialization and immigration, the development of the U.S. as a world power, civil rights and social movements, and life during the Cold War will be emphasized. This course introduces and develops the skills needed in all secondary social studies courses, including formulating historical questions, identifying and analyzing primary and secondary sources, note taking, source citation and critical thinking skills

World History I: Peak to Peak's introductory history class follows the *History Alive!* Curriculum, featuring a varied approach to building a foundation of essential world history knowledge for students. Each unit of study includes the fundamentals of societies and civilizations: daily life and family structure, government and law, religious origins, beliefs and myths, writing systems, trade and economics, literature, art, architecture, geography, and conflict. Students develop critical thinking and writing skills through the use of art, role-playing, journaling, interviews, interactive slide-lectures, problem solving, and music. Woven into the curriculum is the introduction of note-taking styles, geography, primary and secondary sources, research methodology, analytical development of ideas and questions, teamwork, and reading, writing, and speaking for understanding. The course begins with prehistory and over the course of the school year includes study of several civilizations, ending each at approximately 1300 C.E.

World History II: This is a survey course examining the evolution from the medieval to modern world across the globe. The curriculum explores how cultural, political and technological revolutions shape societies, the environment, groups, and individuals. Although emphasis is placed on innovation and change, time is spent examining what remains static and what transcends regional and national borders. The goal is to look at how these push and pull factors work together in order to shape the global community. The course is concerned in particular with how the concept of the nation has changed everything: how we govern, how we think, how we worship, how we work, and how we wage war. Finally, social studies skills developed in WHI are reviewed and refined in preparation for high school social studies courses. In particular, students will analyze increasingly complex primary source documents and develop their ability to respond in writing to complex historical concepts.

World Languages

The World Languages Department believes that through the dedicated study of French or Spanish, our students will graduate with both a functional fluency in the language as well as a greater awareness and appreciation of other cultures. These will promote lifelong language learning, provide students with a better understanding of the global community, and help them take an active role as world citizens.

The department strives to develop each student's ability to attain at least an intermediate-high level of proficiency in all four language skills (reading, writing, listening, and speaking) as defined by the American Council on the Teaching of Foreign Languages (ACTFL). To further this goal, we believe in using the target language as much as possible. The classroom experience includes minimal English in order to immerse students in French or Spanish.

At Peak to Peak, we teach Spanish and French at all secondary grade levels. Students are also welcome to enroll concurrently in more than one language while attending Peak to Peak. The levels offered in each language depend on student interest. At the middle school level, two years of high school level language are covered in three years: Level 1A, Level 1B, and Level 2. After completing this sequence, students should be able to enter high school at the third level (i.e. "Language 30") in their respective languages if mastery has been achieved at the middle school level.

Five skills of language acquisition are emphasized: listening, speaking, reading, writing, and culture. The "communicative approach" to teaching languages is used, which involves creating as many opportunities for students to speak as possible. Furthermore, we also use the immersion method of teaching a language in that if you want to learn Spanish/French, you will hear and see Spanish/French. Teachers strive to create a comfortable learning environment in which students feel at ease making mistakes and experimenting with the language in this immersion environment. All middle school students taking a world language course must purchase a workbook from the school.

Level 1A French/Spanish: This is an introductory course in which grammar, vocabulary, and culture are intertwined together as interactive units. The emphasis is on the ability to communicate in the language in the present tense and to respect the different customs and traditions within the cultures of that language. Oral, listening, writing, and reading skills all play an integral role in this course. Classes will be conducted in the target language to further promote the development of oral and listening skills. By the end of this course, students have a solid, basic understanding of a native speaker in various situations are able to participate in basic, daily-life type conversations.

Level 1B French/Spanish: *Prerequisite: One year of formal daily instruction, or consent of instructor.* This is an intermediate level course that builds on the language concepts covered in 1A. The course places emphasis on communicating in the language in the present tense, with an introduction of the preterit tense as well. Classes will be conducted in the target language to further promote the development of oral and listening skills. Customs and traditions within the cultures of the language will continue to be studied as well. By the end of this course, students should be able to have a more thorough understanding of a native speaker and be able to hold a short to moderate-length conversation.

Level 2 French/Spanish: *Prerequisite: Two full years of formal daily instruction, or consent of instructor.* This class expands upon and improves the skills that the student has acquired in Spanish/French 10. Additionally, the class introduces new grammatical structures, tenses, and vocabulary. The class is conducted in Spanish/French and students are expected to speak the target language during the class. Students have ample opportunity to speak in the target language by means of oral exercises from the text, conversational opportunities with the teacher and other members of the class, and frequent paired and grouped activities. By the year's end, the student will hold general conversations, speak in a comprehensible fashion, and understand what s/he hears. The student will be able to use, in speaking and writing, the present tense, and both past tenses. The students will be able to use both the regular and irregular verbs in these tenses as well as have a mastery of object pronouns, reflexive verbs, and stem-changing verbs. By the end of this course, students should be able to understand a native speaker speaking in several different situations. They should also be able to participate in a more thorough conversation, begin to express their opinions, and ask others for further information. The course follows the National Standards for Foreign Language.

Spanish Heritage Speakers: 10 credits. *Prerequisite: placement based on the WIDA standards for proficiency.* Spanish for Heritage-Speakers is a Spanish course designed to support heritage Spanish speakers in achieving full academic bi-literacy. The course provides explicit literacy instruction utilizing heritage language acquisition pedagogy to build students' academic fluency in Spanish as well as explicit instruction in transferring these literacy skills to other courses. With a curriculum rooted in identity, culture, and themes aligned with the AP Spanish exam, the course uses best practices to engage heritage language learners' prior knowledge and prepare them for success on the AP exam.

Middle School Electives

All Middle School students are required to enroll and complete a minimum of 1 semester of Physical Education (PE, Lifelong Fitness), 1 semester of a Visual/Performing Arts (Theater, Music, Art), and 1 semester of Technology (Exploratory Computing, Gateway to Computing) over the course of their 3 years of Middle School.

Visual Art

When students can exhibit and perform creative applications of knowledge, then learning has taken place. Art helps students understand themselves and the world they live in by challenging their perception of things both physical and intrinsic. The discipline of art involves teaching students how to create art utilizing various media through the visual language of the elements of art and principles of design.

Exploratory Art: *Prerequisite: None.* This art course focuses on developing and applying skills and techniques in the visual arts. This course serves as an introduction to the two-dimensional as well as the three dimensional thought processes and the language of visual art. Through the exploration of a variety of media, students will begin to develop personal style and learn to analyze and evaluate works of art.

Mixed Media Approaches: *Prerequisite: None.* This course is for the student who is interested in pursuing a more in depth exploration of the principles of artistic technique and is designed to give students expanded skills and increased confidence in their ability to produce art. Proficiency in basic skills will be expected. Students will experiment in both two and three dimensional media. *(This course can be repeated)*

2D Art Design: *Prerequisite: None.* In Art: 2D Design a variety of 2D design concepts are introduced to foster visual literacy, and deepen appreciation of the role of design in art and culture. Students create projects that explore elements of art and principles of design, including line, shape, space, value, sequence, and color, while developing fluency in the handling of media, and an increased awareness of craftsmanship. Projects cultivate verbal communication skills to foster a facility with the language of art and design, and digital art skills are introduced with the creation of various fine and digital art projects. *(This course can be repeated)*

3D Art Design: *Prerequisite: None.* In Art: 3D Design students will be introduced to various three dimensional processes and materials, as well as develop the students' ability to analyze form and space relationships. Diverse materials will be utilized in their course, including ceramics, sculpture, and wire. Students will learn to utilize visual elements and design principles in manipulating space and creating three dimensional forms. Students will become familiar with the tools and techniques necessary in creating three dimensional forms and safe studio practices. *(This course can be repeated)*

Health

One semester of Health is required during middle school; students are strongly encouraged to take this course in 7th grade. This course provides information and opportunities for mature discussion on a wide range of health topics. Health education introduces students to information that will be needed to make smart decisions throughout their lifetimes. The material presented is relevant to everyday life and takes into account the diverse physical, emotional, social, and intellectual needs of middle school students. Subjects include wellness, nutrition and diet, components of fitness, substance abuse and gateway drugs, disease awareness, personal well-being, and human sexuality.

Music

The Music Department is committed to providing students with a broad base of performing opportunities at Peak to Peak and in the community. Through experiencing choir, band, orchestra, or other musical activities, students can find personal expression and work in team-building endeavors. The benefits of performing in musical activities include:

- Fostering a sense of cooperation and participation, while not discouraging healthy competition.
- Providing a channel for students' creative impulses while developing problem solving skills through a forum that meets the needs of aural, kinesthetic and visual learning styles.
- Encouraging students to engage in performing music at ever higher levels of ability; this character building aspect requires that students develop self-discipline and motivation to master complex tasks over a long period of time. Music at Peak to Peak is an integral part of the students' entire learning experience.

The Music Faculty believes that a thriving music program supports the Peak to Peak philosophy of preparing well-rounded students.

General Choir: *(one semester course) Prerequisite: None.* This class instills a love of singing, while introducing the students to a varied repertoire of music. Students will learn about reading, notation, listening to, analyzing, and describing music, as well as about evaluating music and music performances. In addition, they will study music in relation to history and culture.

Concert Choir: *(full year course) Prerequisite: General Choir or equivalent.* The Concert Choir will study and perform a variety of choral repertoire including sacred, secular, folk songs and show tunes. The students will continue to develop their music reading, notating, and listening skills, with emphasis on vocal techniques in a large ensemble. Participation in concerts is required.

Phoenix Fire: *(full year course) Prerequisite: Participation in this ensemble is by audition.* Students will continue developing musical skills and performance of more challenging choral repertoire, drawn from classical and modern works sung both with accompaniment and a *capella*. Sight reading, interpretation, breath control, diction and foreign language pronunciation, blending, and ensemble skills will be stressed. Advanced students will have the opportunity to do more solo work and to serve in leadership positions within the choir. Participation in concerts is required.

Piano Lab: *(one semester course) Prerequisite: None.* This course is designed for the student with little or no experience playing the piano. While learning the basic piano playing skills, they will acquire knowledge in the elements and theory of music and have opportunities to compose and improvise. Students are given instruction in the fundamental elements, techniques, and procedures of beginning piano music. All students must provide their own stereo 1/8" jack headphones.

Guitar Lab: *(one semester course) Prerequisite: None.* In this semester course, 6-8 grade students will acquire the skills needed to become lifelong learners of music through guitar. The curriculum will follow the Comprehensive Musicianship through Performance model including skill, knowledge, and affective objectives. Examples of each section are included in the table below. Through this course, students not traditionally in music, interested specifically in guitar, and/or unable to fit a performing arts elective in their schedule due to full-year conflicts will be able to pursue or explore a new passion area. Peak to Peak supports all students' exploration and development of their creative passions. This course would provide a flexible, academically-accessible option for many students at Peak to Peak to develop a new way of learning, thinking, and creating. *(This course is repeatable)*

Exploratory Band: *(one semester course) Prerequisite: None.* This course is designed as an introduction to band instruments. Students will learn about the different band instruments and their families (brass, woodwind and percussion) including their history. Students will then select an instrument they would like to learn how to play. They will either rent that instrument from the school, if one is available, or a local music store if they don't already have one at home. The class is designed to give students who have never played an instrument before or want to switch to a new instrument an opportunity to do that. Students will be learning how and tested on playing instruments but there will be no public performances.

General Band: *(full year course) Prerequisite: None.* This class is for students who are committed to exploring a new band instrument. Band instruments are: flute, clarinet, oboe, saxophone, French horn, trumpet, baritone, trombone, bassoon, tuba, and percussion. Students do not need any prior music experience. Students will learn about music theory, playing music in a group, music history, and

musical performance. Students will play a variety of musical styles. Students are responsible for renting or owning their own instrument. Practice and participation in concerts is required.

Concert Band: (full year course) Prerequisite: Audition. The Concert Band will play a wide variety of sheet music. The band will develop each student's sight-reading skills. Students will play a variety of musical styles. Students are responsible for renting or owning their own instrument. Practice and participation in concerts is required.

Jazz Band: (full year course; may meet before, during, or after school) Prerequisite: Audition; must have completed Beginning Band. This jazz ensemble will study, practice, and perform jazz music. Students will develop skills in improvisation. A significant amount of the "homework" for this class will be listening to great jazz performers. This class is open only to those students who are enrolled in a Peak to Peak musical ensemble, with the exception of those who play the piano or guitar. Performance in concerts is required.

Advanced Jazz Band: (full year course; may meet before, during, or after school) Prerequisite: Audition; must have completed Beginning Band. This jazz ensemble will study, practice, and perform jazz music. Students will develop skills in improvisation. A significant amount of the "homework" for this class will be listening to great jazz performers. This class is open only to those students who are enrolled in a Peak to Peak musical ensemble, with the exception of those who play the piano or guitar. Performance in concerts is required.

Wind Symphony: (full year course) Prerequisite: Audition. This band will focus on performance goals as they develop the musical skills needed to play challenging repertoire. Music will be drawn from a variety of styles which may include: classical, jazz, Broadway, movie soundtracks, and pep band music. Practice and participation in concerts is required. Students are responsible for renting or owning their own instrument. This group will perform pep band music at some varsity games and attendance at those games will be required.

General Orchestra: (full year course) Prerequisite: One year of string instrument study, or permission of the instructor. String players will learn the joy of performing in an orchestral ensemble, with an emphasis on co-operation and participation. Goals will focus on improving music reading skills, learning methods to acquire quality technique, and preparing for public performance. *Weekly practice and concert participation is required. Private lessons are strongly recommended but not required.* All students are responsible for acquisition and maintenance of their own string instrument.

Concert Orchestra: (full year course) Prerequisite: Three years of string instrument study, previous orchestral experience, or permission of the instructor. Designed to be a continuation of General Orchestra, concert orchestra aims to expand students' appreciation of participating in a music ensemble. This orchestra will focus on more advanced issues of intonation, balance, sound production, music theory, and ensemble performance. A variety of music reading will expose students to different musical languages. Larger amounts of individual work by each student will be expected to improve skills to overcome technical demands. *Weekly practice and performance in concerts is required. Private lessons are strongly recommended but not required.* All students are responsible for acquisition and maintenance of their own string instrument.

Chamber Orchestra: (full year course) Prerequisite: Audition. This class may meet during or after school. Designed for advanced string players, Chamber Orchestra will challenge each student to perform at a high level of skill in an ensemble setting. This orchestra will emphasize sound production, solid technique development, advanced music theory, and ensemble performance. Students should have sound music reading skills and will be assigned progressively more difficult music. *Weekly practice and performance in concerts is required. Private lessons are strongly recommended but not required.* All students are responsible for acquisition and maintenance of their own string instrument.

Theater

Theater: (one semester course) The Theatre Department strives to provide a comprehensive introduction to the various dramatic arts as well as production techniques and processes. High school level theatre classes will emphasize acting and technical technique, college level aesthetic analysis, and producing a variety of plays for the stage. Students will be encouraged to participate in all areas of production, including an array of backstage opportunities. They will become familiar with job hierarchy and the multitude of positions in a professional theater organization. Students will leave the department with an understanding of the academic theatre world, what it means to be a theatre artist, and the wide variety of theatre opportunities that are available.

Students are strongly encouraged to take at least one semester of a visual or performing arts course during middle school. This interdisciplinary course introduces and explores the structure, elements and concepts of theatre as an art form. Depending on the term, studies will focus on different eras and genres of theatre, from classical to contemporary. Students learn about theatre through historical context, literary and theatrical convention, and real life connections. They explore the art of theatre through acting, ensemble building, design and directing opportunities, and performance for peer and/or K-8 audiences.

Studio Theatre: Special Topics: (one semester course) This course introduces students to the craft of theatre using a variety of approaches to explore and create performance work. This course is designed to provide an in depth exploration of theatrical topics to expand skills and increase confidence. The course is intended to be collaborative and cultivate professionalism and creativity. This course will culminate in a showing of performance work for an invited audience at the end of the semester.

Special topics may include: Devised Theatre, Stage Combat, Improvisation, Musical Theatre & Dance, Shakespeare in Performance, Cross-Cultural Storytelling, Technical Theatre & Design, Theatre History, One Act Performance, Scene Study, Directing in addition to other topics of theatrical interest. Students are strongly encouraged to take at least one semester of a visual or performing arts course during middle school. This interdisciplinary course introduces and explores the structure, elements and concepts of theatre as an art form. Depending on the term, studies will focus on different eras and genres of theatre, from classical to contemporary. Students learn about theatre through historical context, literary and theatrical convention, and real life connections. They explore the art of theatre through acting, ensemble building, design and directing opportunities, and performance for peer and/or K-8 audiences. *(This course is repeatable)*

Physical Education

The **Physical Education** Department fosters a love of physical activity and play in order to develop a life-long pursuit of physical fitness. The department focuses on the development of fair play, cooperation, and self-esteem, with an emphasis on skill development, knowledge, and practice. Department members share new strategies for teaching, provide feedback, and support one another. Teachers within the Physical Education Department will encourage and promote a positive environment where students are safe, are empowered to take risks, and are successful. This class consists of a variety of sports and games as well as a fitness component that focuses on the development of skills with the emphasis on fun and competitive play. Some examples of sports and activities are flag football, soccer, basketball, volleyball, ultimate Frisbee, hockey, and many other activities and sports. There will also be an element of educating students to explore and understand the importance making exercise and/or playing sports part of living a healthy lifestyle.

P.E. Individual Sports: (one semester) *No prerequisite.*

P.E. Team Sports: (one semester) *No prerequisite.*

Lifelong Fitness: (one semester). This course is designed to give secondary students both the knowledge and the physical skills to develop and continue personal lifelong fitness habits outside of a "team" sport. Activities offered are similar to those of a health club or home gym and focus on the five components of fitness (cardiovascular endurance, flexibility, muscular strength, muscular endurance, and body composition). Each student would be required to keep a notebook of personal progress, personal goal setting, and personal wellness (such as nutrition, body image, and heart rate). *Weekly physical activity will be based on individual goals and include a group fitness activity.*

Weekly Plan

Monday- warm up, cardio (walk, jog, run, jump rope, jumping jack, stairs, step ups, burpee, mtn climbers, grapevine, etc.), abdominals, learn basic movements for group fitness this week, cool down

Tuesday- warm up, individual Nike Training workout, cool down

Block- group discussion of Health topic, personal notebook reflection of weekly progress / life, warm up, group fitness workout, cool down

Friday- warm up, YOGA, cool down

*Students will be using the "Nike Training Club" app and will be encouraged to purchase and bring in their own 3-5 lb. hand weights.

Technology

Exploratory Computing: *No prerequisite.* This is a one semester class designed to provide foundational level of instruction to the computer and information technology. Students will receive instruction in available software tools to allow them to locate, analyze and utilize, and present information to support curricular expectations and academic needs. This course includes units of study on software and graphical user interfaces, networking and web based research and searches, programming, web design, and the use of presentation and document programs. (Offered to 6th & 7th grades)

Gateway to Computing: *No prerequisite.* This one-semester class provides a continuing introduction to computer and information technology. Subjects include productivity software, computer architecture, the Internet, creativity applications, introduction to web development, computer programming, human - computer interfaces, and computer networks. (Offered to 7th & 8th grades)

Coding Applications: *Prerequisite: Exploratory Computing or Gateway to Computing.* Learn to model, build, fly, and code drones. Working in teams, students will go on missions to mimic real-life usage of manufactured drones.

Miscellaneous Electives:

Independent Seminar: *No prerequisite.* This course is unlike most others you have taken: instead of having a prescribed curriculum, it will allow you to pursue your own academic interests in depth. At the core of the semester's work will be a project designed by you, with help from me. How you use most of your class time will be determined by you and the unique demands of your project design. Often, you'll be working alone; at other times, you may find it helpful to learn with others who have a common need, or you may need to get feedback from other students who can help you. My job, as the teacher, will be to help you create a solid and realistic plan, to offer feedback and resources

along the way, and to help determine the success of your endeavor towards the end. (Offered to 7th and 8th graders only.)

Multimedia Storytelling: *No prerequisite.* While stories have been told and retold for thousands of years, developments in technology now enable innovative methods of creating and sharing multi-modal stories. Participants in this class will learn effective storytelling techniques alongside an array of new-media tools for bringing ideas to digital life via words, pictures, and sound. *(This course is repeatable)*

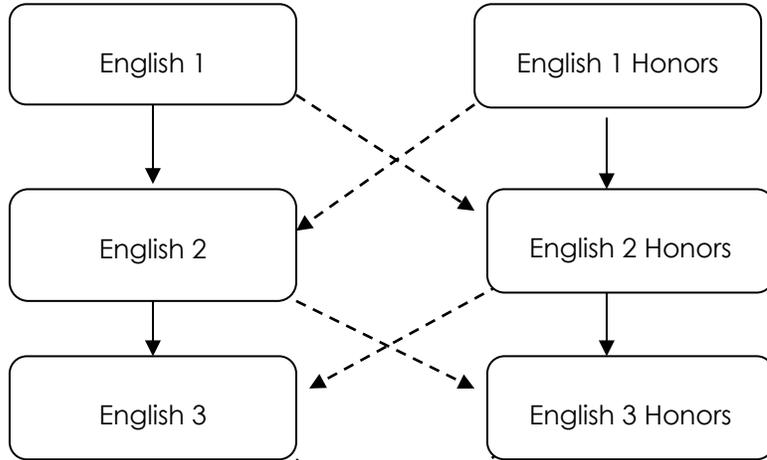
Student Aide: (8th grade only) *Prerequisite: minimum 2.5 GPA and administrator or faculty supervisor approval.* This class is for the conscientious and trustworthy student who is interested in learning about various aspects of the school by providing service to the school community. Responsibilities may include assisting teachers in their classrooms, assisting principals or other administrators, assisting office managers and other personnel, or helping with facility maintenance. Aide positions are available only with approval of the principal or assistant principal and any appropriate supervisors. Students must maintain good academic standing and must complete mandatory training to be awarded in-school aide placement. A student aide is required to attend daily to the teacher or staff member that he/she is assigned to. Student aide in 8th grade is limited to 1 semester only.

Study Hall: This course offers students an opportunity to work on their own in a supervised environment.

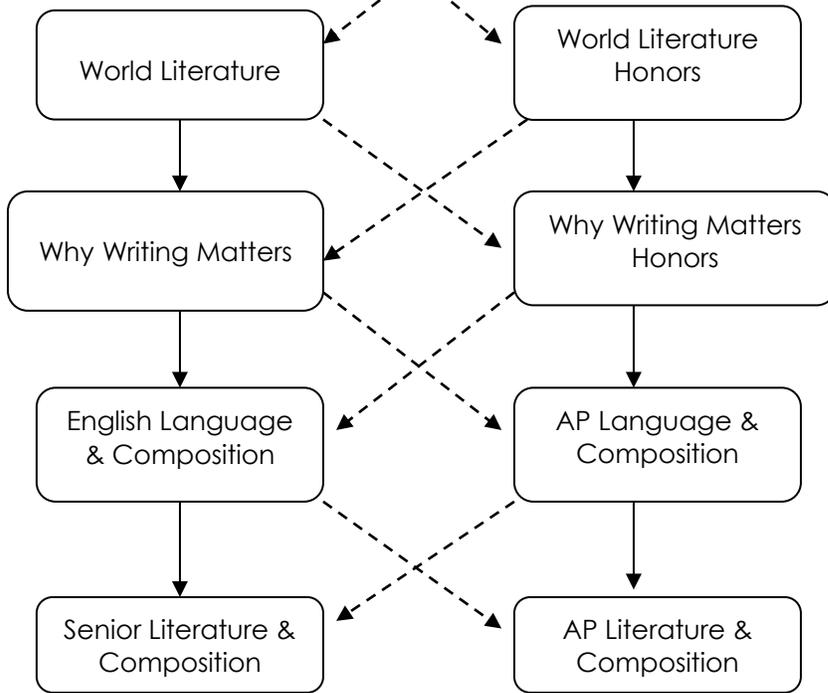
Study Hall-6th Grade Focused: During the transitional year at the sixth grade level, students may choose to take a study hall that will provide them with supports around middle school expectations, homework, and study skills. Sixth grade students will have an opportunity to work on assignments with teacher support and engage in a variety of mini-lessons on topics such as organizational skills, planner usage, time management, self-advocacy, relaxation techniques, and relationship building. The main goals of 6th grade study hall are to provide our students with the academic and individual supports they need to achieve at their maximum potential throughout middle school and beyond.

CURRICULAR PATHWAYS IN ENGLISH

Middle School



High School

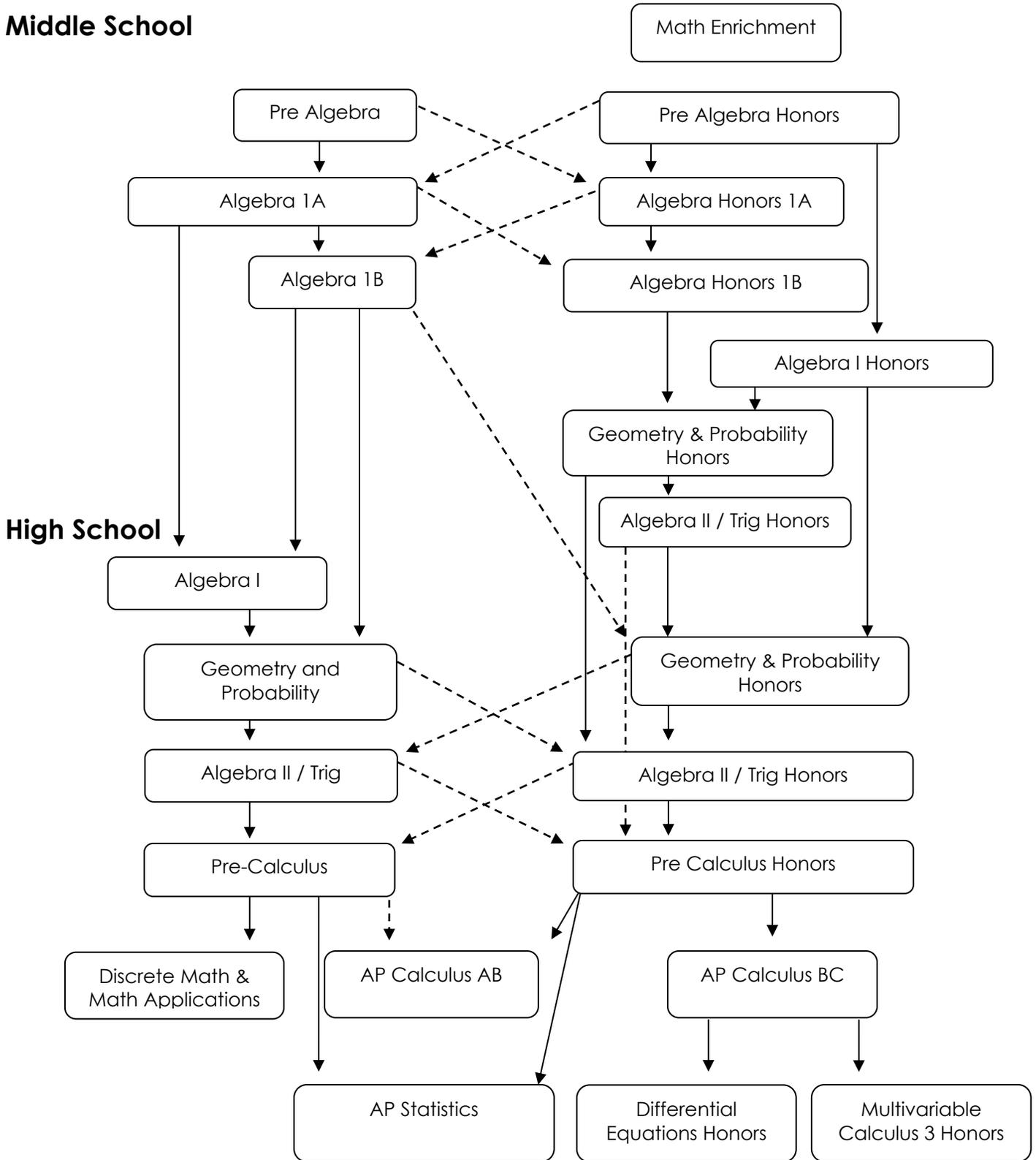


Elective Choices



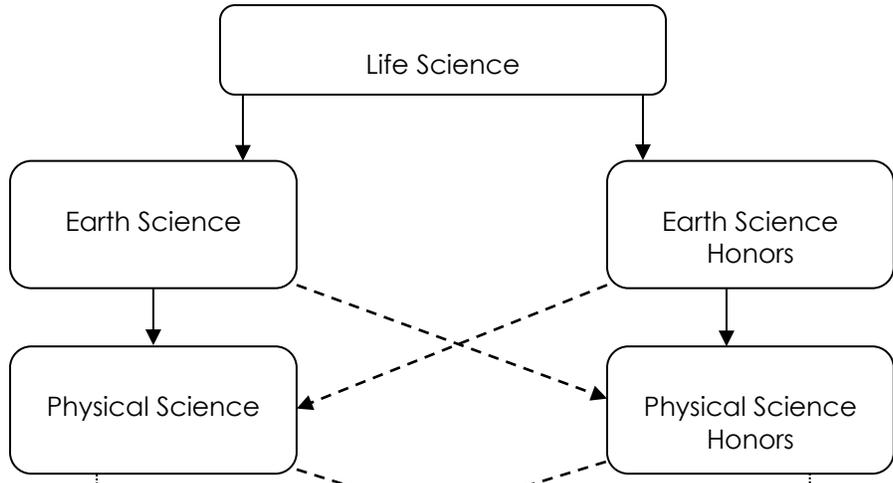
CURRICULAR PATHWAYS IN MATH

Middle School

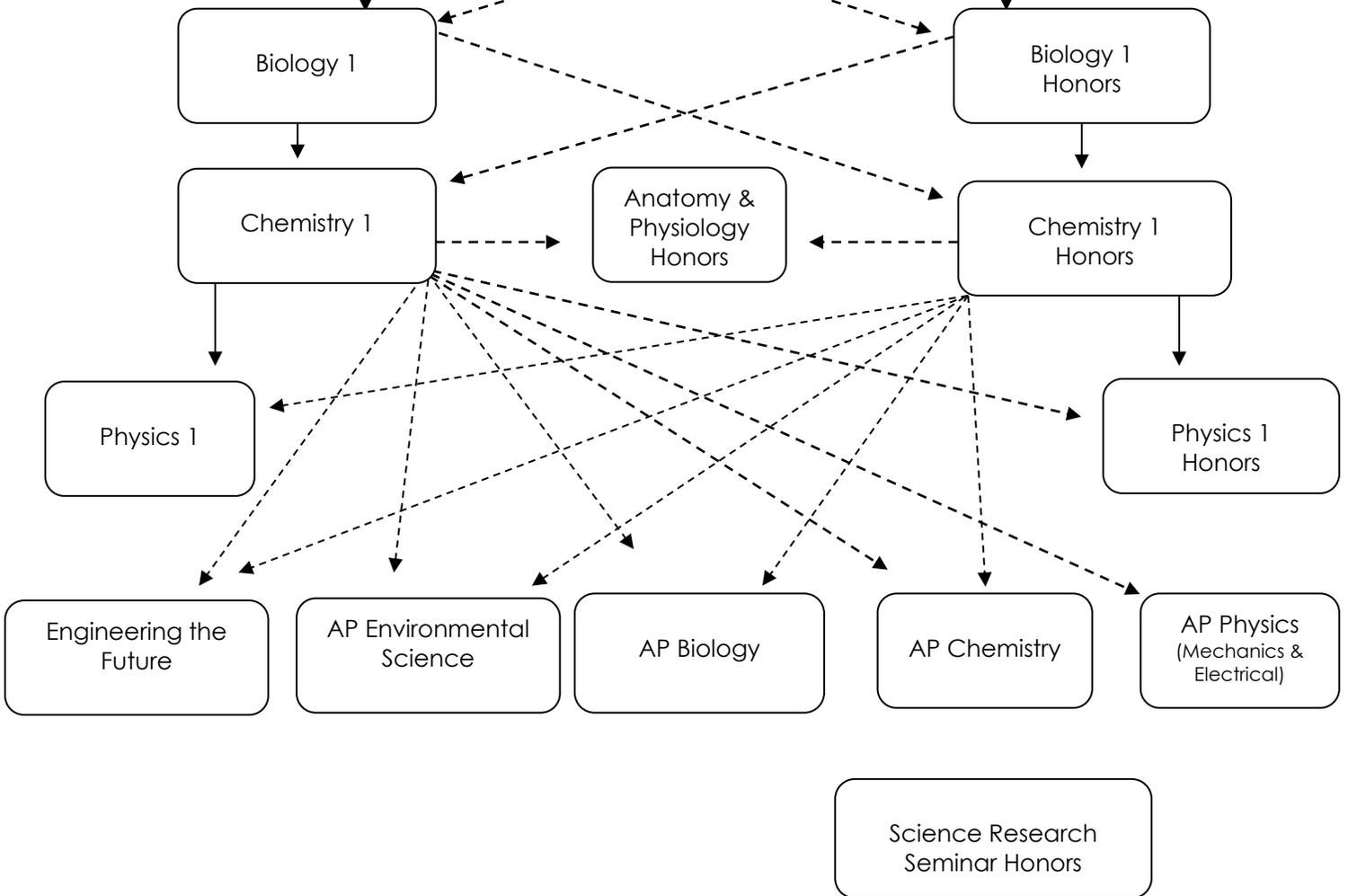


CURRICULAR PATHWAYS IN SCIENCE

Middle School

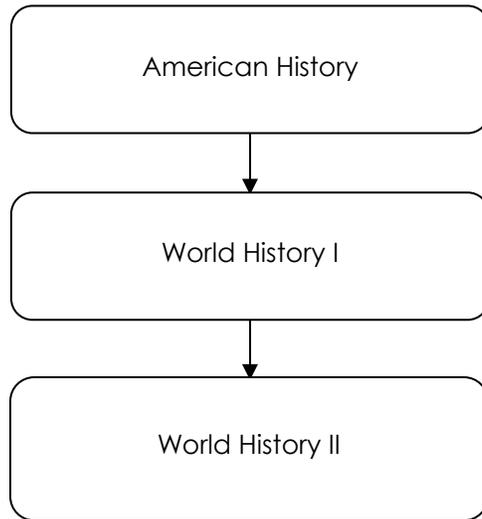


High School

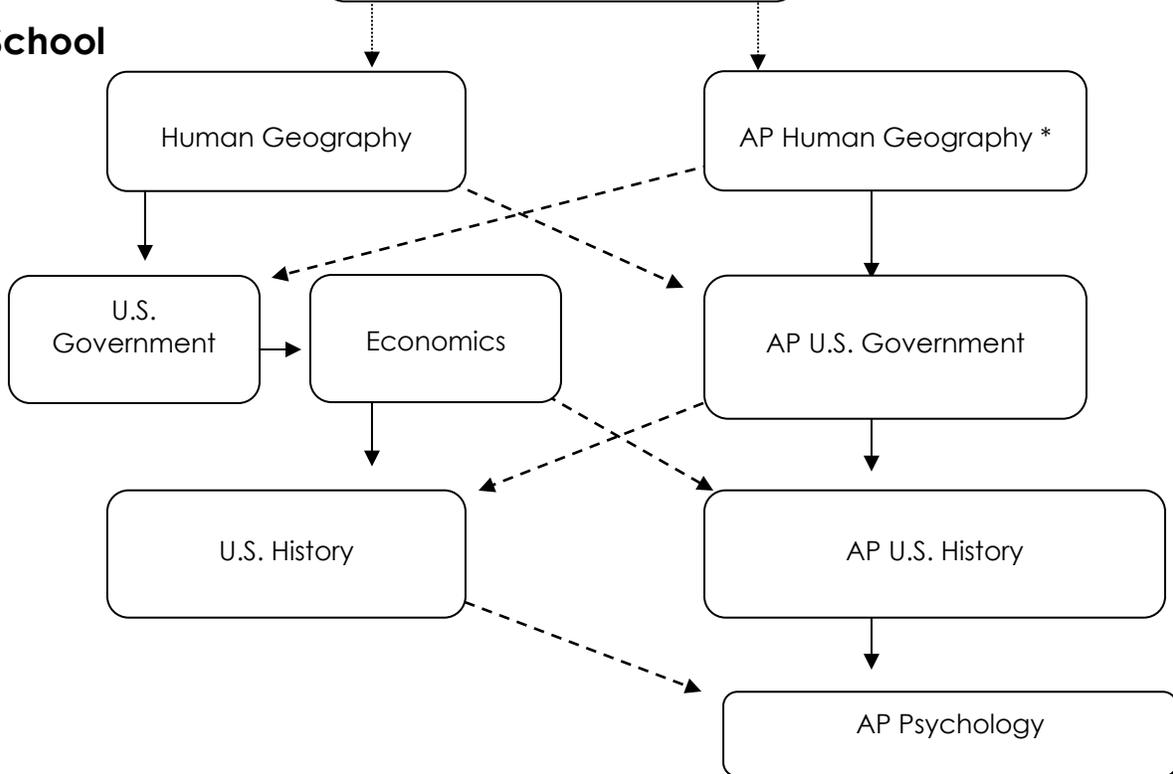


CURRICULAR PATHWAYS IN SOCIAL STUDIES

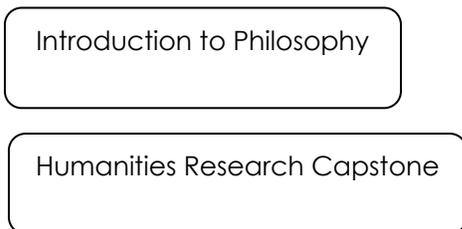
Middle School



High School



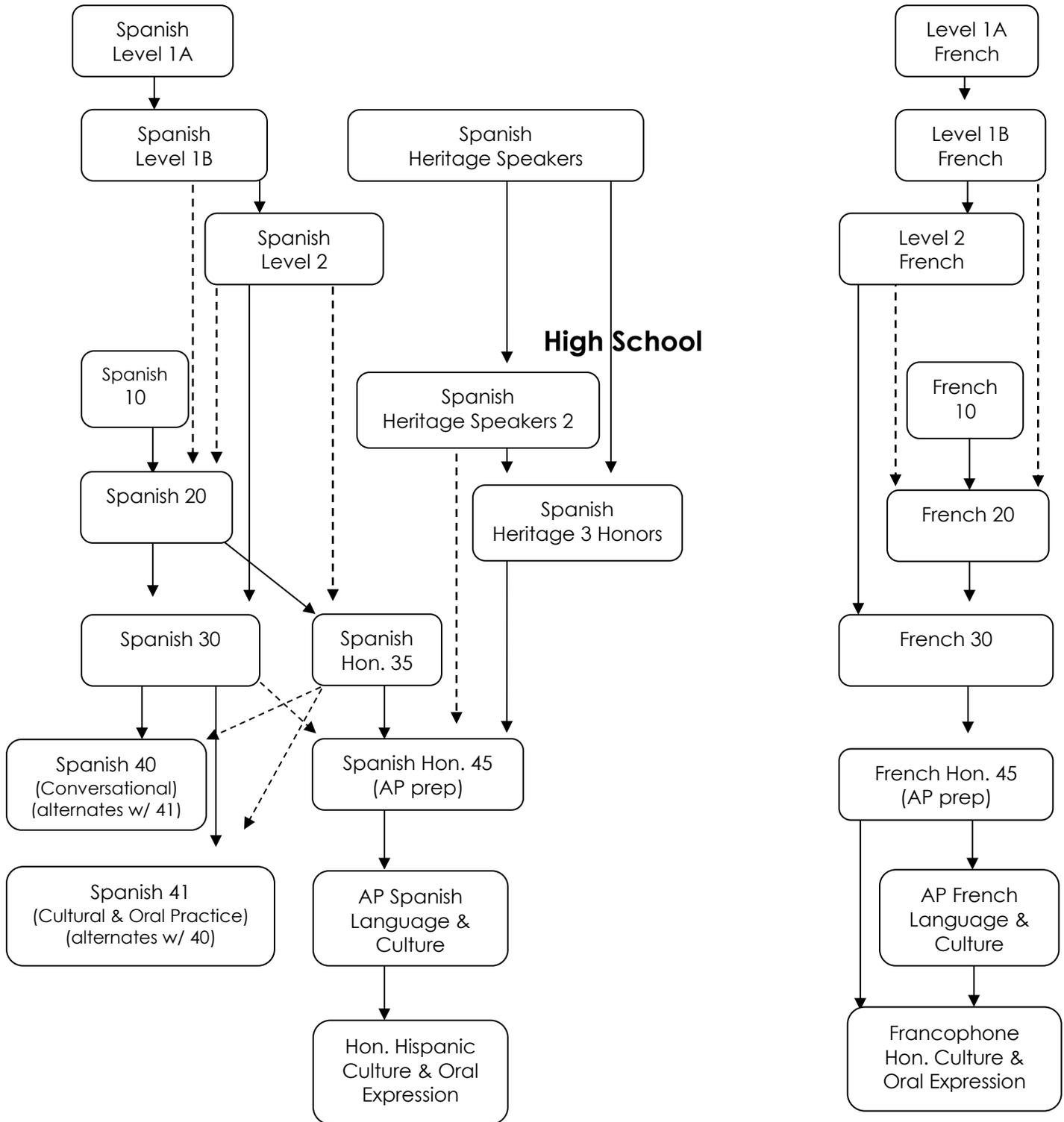
Elective Choice



* Incoming 9th grade students may enter at this course level, pending Social Studies Department approval and testing.

CURRICULAR PATHWAYS IN WORLD LANGUAGES

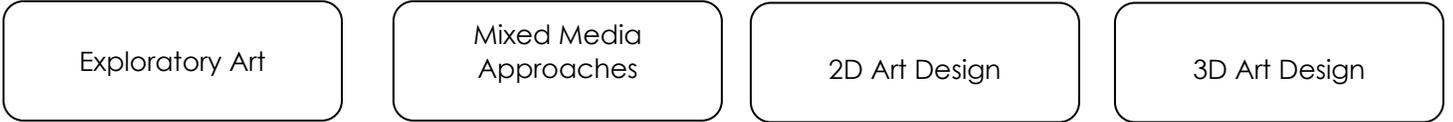
Middle School



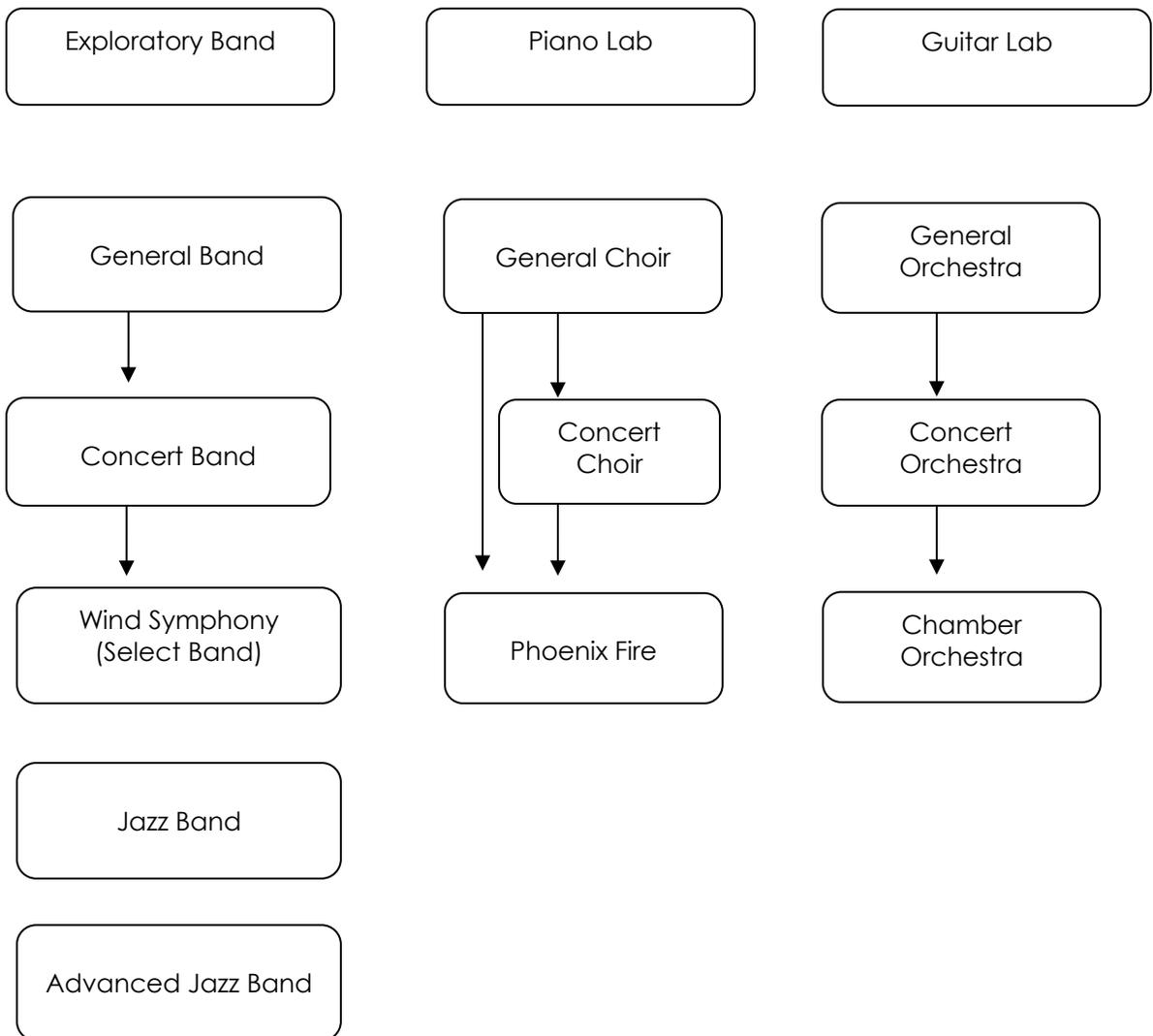
CURRICULAR PATHWAYS IN THE VISUAL And PERFORMING ARTS

Middle School Electives

Art



Music



CURRICULAR PATHWAYS

Additional Middle School Electives

Health

Health

Theater

Studio Theatre: Special Topics

Physical Education

P.E. Individual Sports

P.E. Team Sports

P.E. Lifelong Fitness

Technology

Exploratory Computing

Gateway to Computing

Coding Applications