

# 2017-2018 Curriculum and Planning Guide

Grades 6, 7, and 8



A CALIFORNIA DISTINGUISHED SCHOOL

CAPISTRANO UNIFIED SCHOOL DISTRICT

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San Juan Capistrano, California

Carl Hankey K-8 IB World School



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***The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any District school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.***

# Principal's Message

Welcome to Carl Hankey K-8, South Orange County's ONLY public International Baccalaureate World School. Are you wondering, "What is different about an IB school? Do you have more homework? Is it harder?" The number one thing that sets Hankey apart from the rest is that we strive to fulfill the IB Mission statement- "develop inquiring, knowledgeable and caring youth who help create a better and more peaceful world through intercultural understanding and respect." Hankey's K-8 curriculum embraces an inquiry-based instructional program promoting critical thinking, collaboration, communication, creativity and action-taking. Traditional subjects such as reading, writing, science, social studies and math are integrated and intertwined, rather than compartmentalized neatly into prescribed time slots. For example, rather than learning about math, then closing the text book and completing an art project, IB students learn mathematic principles through creative art assignments.

Where ever possible, Hankey's teachers strive to develop connections that deepen student understanding and push students to ask "Why?" and "How?" This is teaching and learning in context, a practice which research proves, "Makes studies come alive!" (Johnson, 2002)

Students in the Primary Year Program (PYP- K-5<sup>th</sup> grade) embark on a yearlong academic journey founded upon six transdisciplinary themes: Who We Are, Where We are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, and Sharing the Planet. Each takes 5-6 weeks to cover and all conclude with a performance-based assessment requiring students to demonstrate their learning through the lens of that particular theme.

Additional enrichment activities integrated into the PYP curriculum including weekly Spanish instruction, Art Masters activities aligned to the IB units, a semester of Primary Music for grades K-3; and 80 minutes per week of instrumental and choral music for grades 4-5.

Students in the Middle Year Program (MYP-Grades 6-8) also learn through broad thematic categories. All middle schoolers take eight subject areas. These include Language Acquisition (Spanish) and PE, rotated every other week, Arts (fine arts, drama, instrumental music or music appreciation), Design, a problem-based learning curriculum unique to IB teaching application of the design cycle, and the traditional core subject areas of Language and Literature (English), math, science, and Individuals and Societies (social studies).

Here are a few other distinctions defining Hankey's IB program;

- **Hankey's IB Programs are open to EVERY student!** Whether your child begins their educational adventures with us in kindergarten, or joins our school community in later grade levels, they are immediately immersed in the full IB curriculum.

- The IB promotes the values of **action and service**. Students are encouraged to take action and "Do Something" with their learning. This might be sharing with family members, discovering a rock is really a fossil, writing a story, making a poster...voluntarily using what has been learned to make a difference. Service, whether completed at school or in the community, is celebrated in all grades, and 8<sup>th</sup> graders are eligible for Service Awards given in June at the awards ceremony.

- The IB fosters **international mindedness and globalism**. Our students know that a bigger world lies beyond the school walls, and through this awareness, they learn to tolerate

differences and celebrate cultural uniqueness.

- The IB develops **reflection**. As IB learners we all, staff and students, know the importance of taking time to stop, think, evaluate, reorganize and then go forth, rejuvenated and realigned. Reflection helps us build intellectual stamina and the understanding that is perfectly fine to make a mistake and begin anew.

Hankey K-8 is a small neighborhood school with a huge heart and tremendous spirit. We are extremely proud of our accomplishments; **IB World School, 2012 California Distinguished School (Elementary), 2015 California Gold Ribbon School (Middle) and designation as a CBEE (Campaign for Business and Education Excellence) Honor Roll School (2012, 2014).**

At Hankey, everyone matters. Each member of our school community is an important piece of the overall puzzle. We are glad you are a part of our Hankey family, and we look forward to another amazing school year!

Dana Aguilera

Principal, Carl Hankey School

# Capistrano Unified School District

33122 Valle Road • San Juan Capistrano, California 92675 • (949) 234-9200

## Middle Schools

### **Aliso Viejo Middle School**

111 Park Avenue  
Aliso Viejo 92656  
949/831-2622

### **Arroyo Vista School**

23371 Arroyo Vista  
Rancho Santa Margarita 92688  
949/234-5951

### **Don Juan Avila Middle School**

26278 Wood Canyon  
Aliso Viejo 92656  
949/362-0348

### **Bernice Ayer Middle School**

1271 Sarmentoso  
San Clemente 92673  
949/366-9607

### **Carl Hankey IB Candidate School**

27252 Nubles  
Mission Viejo, CA 92692  
949/234-5315

### **Marco Forster Middle School**

25601 Camino del Avion  
San Juan Capistrano 92675  
949/234-5907

### **Ladera Ranch Middle School**

29551 Sienna Parkway  
Ladera Ranch 92694  
949/234-5922

### **Las Flores Middle School**

25862 Antonio Parkway  
Rancho Santa Margarita 92688  
949/589-6543

### **Newhart Middle School**

25001 Veterans Way  
Mission Viejo 92692  
949/855-0162

### **Niguel Hills Middle School**

29070 Paseo Escuela  
Laguna Niguel 92677  
949/234-5360

### **Shorecliffs Middle School**

240 Via Socorro  
San Clemente 92673  
949/498-1660

### **Vista del Mar Middle School**

1130 Avenida Talega  
San Clemente 92673 949

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# Middle School Information

## DISTRICT INSTRUCTIONAL GOALS

The goals of instruction have been set forth by the parents, teachers, and students of Capistrano Unified School District and approved by the Board of Trustees:

- **Maintain** high expectations and accelerate academic achievement for all students
- **Provide** guaranteed curricula that align content and performance standards, assessment, instruction, and student intervention.
- **Provide** curriculum that is relevant, challenging, integrative, and exploratory
- **Provide** multiple learning and teaching approaches that respond to student diversity and engage all learners
- **Assess** and evaluate student learning and use the resultant data to promote student achievement
- **Provide** an inviting, supportive, and safe environment
- **Promote** school-wide efforts and policies that foster health, wellness, and safety
- **Provide** multifaceted guidance and support services

## REQUIRED COURSES OF STUDY

### Grade 6 MYP Level 1

- Language & Literature (English)
- Mathematics
- Science
- Individuals and Societies (Humanities)
- Physical and Health Education
- Language Acquisition (Spanish)
- Instrumental Music or Music Appreciation

### Grade 7 MYP Level 2

- Language & Literature (English)
- Mathematics
- Science
- Individuals and Societies (Humanities)
- Physical and Health Education
- Language Acquisition (Spanish)
- Instrumental Music or VAPA

### Grade 8 MYP Level 3

- Language & Literature (English)
- Mathematics
- Science
- Individuals and Societies (Humanities)
- Physical and Health Education
- Language Acquisition (Spanish)
- Instrumental Music or VAPA

## ATTENDANCE STANDARDS

Three years of attendance is prescribed for grades six through eight in middle school. Students are expected to attend school daily. Regular school attendance increases student learning.

## CITIZENSHIP REQUIREMENTS STANDARDS

A student must be of good character and in good standing at the close of the 8th grade year to be eligible for promotion to the 9th grade. Students not meeting this standard may be referred to the District's A&D Committee for recommendations.

## ALTERNATE MEANS FOR COMPLETION OF MIDDLE SCHOOL COURSEWORK

Alternative means to make up middle school course work failed during the regular school year are as follows:

1. Successful completion of sufficient course work in the District's Summer School Program.
2. Successful completion of additional course work taken through a special tutorial class or Saturday School program, **if available**, with the **prior approval** of the principal/principal's designee.

*Notes:*

- 1) *Transportation to any of the alternate programs must be provided by parent or guardian.*
- 2) *Tuition, fees, or additional costs must be paid by the parent.*

## **NOTIFICATION OF MIDDLE SCHOOL PROMOTION REQUIREMENTS**

As early as possible in the school year and in the student's school career, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulations, and the following criteria:

***Students shall be identified on the basis of grades as well as one or more of the following indicators of academic achievement: K-1 Assessment, other classroom assessments and teacher recommendation.***

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include, but are not limited to, tutorial programs, after-school programs, summer school programs, and/or the convening of a student study team.

No students shall be retained for more than one year in middle school, or who will turn 16 years of age at any time during the middle school experience. Any student who is facing a second year of middle school retention and/or will turn 16 years of age during the school year, shall attend, along with his or her parent/guardian, a meeting of the District's Admissions and Discharge (A&D) Committee where a decision to implement age-appropriate options will be made.



# The Middle School Program

## INSTRUCTIONAL EXCELLENCE

- Active, research-based, student centered, and cooperative strategies are used by teachers to promote student achievement.
- Teachers use a thematic, interdisciplinary approach based on California content and performance standards.
- Curricular, co-curricular programs are available.
- Students have the opportunity to participate in several academic, fine and performing arts competitions and festivals.
- Remedial Summer School is available annually
- to provide extra support for students to prepare for high school.

## SUPPORTIVE ENVIRONMENT

- School teams that include administrators, teachers,
- support staff, parents and students work to create a safe, orderly and supportive learning environment using research-based practices.
- There are numerous opportunities for student recognition.
- Associated Student Body officers are elected by their peers. These student leaders coordinate dances, assemblies, and school spirit activities.
- Eighth graders culminate the year with an awards program, and an end of the year activity.
- Mentoring programs help students to connect to the school community.
- Spirit, Organization and Reflection (SOAR)

## PARENT/COMMUNITY INVOLVEMENT

- A parent/teacher/student organization (PTSA) is active at each of the middle schools. Board meetings are open to all parents. Many support activities are implemented by parents throughout the school year.
- Parents are also represented at School-Based Coordinated Program Site Council meetings. This group at each school assists in the setting of priorities and the expenditure of funds.
- Adopt-A-School partners are local businesses which have agreed to support our schools. The purpose is
- to establish a mutually rewarding relationship between our schools and the community.
- A variety of electronic and traditional tools are used to facilitate home-to-school communication.

## ELIGIBILITY FOR EXTRA-CURRICULAR AND COCURRICULAR ACTIVITIES

The following are excerpts from Capistrano Unified School District's Board Policy 5135:

To encourage and promote academic excellence, all students participating in extra/co-curricular activities shall demonstrate satisfactory minimum progress in meeting the requirements of graduation by undertaking the prescribed courses of study and working to meet the standards of proficiency established by the District.

To be eligible for participation in extra/co-curricular activities, a student shall have earned a minimum of a 2.0 grade point average in all classes during the preceding grading period based on a 4.0 scale. The grade point average in determination of eligibility shall be based on quarter grades. One exception to this requirement is participation as a student officer. This activity requires a 2.5 grade point average and not more than one "unsatisfactory" citizenship grade each quarter.

## LONG-RANGE EDUCATIONAL PLANS

Students must be helped to gain a sense of curriculum continuity in relation to their studies which allows them to visualize the relationship between courses taken in middle school and the courses they will take in high school.

Parents must be aware of academic opportunities, course choices, and the consequences of their children's decisions related to these matters. Parents who realize the middle grades are a vital link to high school are in a prime position to encourage and support their children's efforts to attain academic goals that lead to the broadest possible range of alternatives in secondary and postsecondary education.

In addition to appropriate course selection, parents need assurances that their middle school students possess a level of "exit skills" and knowledge that will enable them to qualify for the maximum number of curricular options in high school.

Students in middle school are not expected to know what they want to do "when they grow up." Middle school is a time of exploration and discovery. As youngsters learn more about themselves, they begin to realize academic strengths, interests, and career goals. During middle school, many students form lifelong values and attitudes about the significance of education and their own chances of succeeding in upwardly mobile academic and career choices. Through elective classes, students may discover interests and abilities they never knew they had.

A child's journey through school is a long and demanding one for both parent and child. For the journey to be a success, parents must support the importance of learning and all that goes with it - school, teachers, homework, activities, textbooks, libraries - all of the tools for learning.

Learning and school are at the heart of each parent-child relationship. For many important years, school is the major undertaking that they work on together. The more involved the parent is in his or her child's learning enterprise, the more likely it is the child will succeed in school and in life. Middle school is a transition period for both the student and his/her parents.

## EIGHTH GRADE

Because of the competitive nature of college entrance requirements, many parents want to encourage an academically challenging course of study in the middle school. Taking the most difficult courses that can be mastered now will allow your child to have room for more flexibility in high school.

Some advanced classes your child may qualify for in eighth grade are:

- Algebra I/Geometry
- Foreign Language

Algebra I, Geometry, and Foreign Language taken in the middle school (with a grade of "B" or better) will fulfill some of the college entrance requirements, but will not count as credit toward high school graduation.

These classes are available to students who qualify to take them based on a combination of classroom performance, grades, standardized test scores, and teacher input.

When entering middle school, it is not too early to look at a seven-year plan that leads to high school graduation and prepares students for college or work after high school. Admission requirements for the University of California and the California State University systems are similar, but individual.

For further information about college admission policies, visit [www.capousd.org/A-Grequire.htm](http://www.capousd.org/A-Grequire.htm).

## University of California A – G Requirements

(Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz)

- a. **U.S. HISTORY/GOVERNMENT  
WORLD HISTORY/CULTURES/  
GEOGRAPHY**  
2 years – 20 credits (1 year of each required)
- b. **ENGLISH (Composition and Literature)**  
4 years - 40 credits
- c. **ADVANCED MATHEMATICS (Algebra I,  
Geometry, Algebra II)**  
3 years - 30 credits required, 4 years recommended
- d. **LABORATORY SCIENCE**  
2 years - 20 credits required, 3 years recommended  
(May complete 1 of the 2 years during the 9th grade. Must be in two of the fundamental disciplines of Biology, chemistry and physics.)
- e. **WORLD LANGUAGE**  
2 years - 20 credits in the same language required,  
3 years recommended
- f. **VISUAL AND PERFORMING ARTS**  
1 year of a sequential course  
*See UC Approved List on next page*
- g. **ADVANCED COURSE/COLLEGE PREP  
ELECTIVES**  
One additional year of college preparatory electives to be chosen from the following areas: advanced mathematics, English, world language, laboratory science, social science, visual and performing arts.

## BENEFITS of an IB EDUCATION

Universities and colleges benefit from recruiting and admitting students from IB programmes in a range of ways, with IB programmes developing the knowledge, skills and disposition students need to be successful throughout their university careers.

As a result of their time in the IB, students develop:

- Time management skills and a strong sense of self-motivation
- A keen interest in civic engagement
- Notable academic ability
- Strong research and writing skills
- Critical thinking abilities
- An international outlook.

Research suggests that IB students are more likely than their peers to complete their undergraduate degrees and pursue graduate work; and that they are more likely to be engaged in various aspects of university life. The IB Diploma Program is offered at Capistrano Valley High School, which is Hankey's feeder school.

# **CHARACTERISTICS of MIDDLE SCHOOL CHILDREN**

## **MIDDLE SCHOOL CHILDREN**

- Have a high level of emotional and physical energy.
- Can be intensely curious.
- Prefer active over passive learning experiences.
- Have a wide range of individual intellectual development.
- Experience accelerated physical development.
- Can be erratic and inconsistent in their behavior.
- Refer to peers as sources of standards and models of behavior.
- Can be moody and restless.
- Can be essentially curious and idealistic.
- Can be rebellious towards parents but still strongly dependent on parental values.
- Want to know and feel that significant adults, including parents and teachers, love and accept them.

## **THE MIDDLE SCHOOL YEARS**

The middle years are a time for students to move beyond basic skill instruction and explore special interests through classes and activities. The pre-adolescent is a very different person from the child who attended elementary school or the teenager who will advance to high school. Therefore, middle school grades address those features that are unique to that age group.

## **VARIED RATES OF GROWTH**

Early adolescents are grouped together in a middle level school not because they are alike, but because they are different. Students on a middle school campus come in all shapes and sizes, and they are all normal.

## **SOCIAL, EMOTIONAL, AND INTELLECTUAL DEVELOPMENT**

The social and emotional changes that occur during pre-adolescence are also important. Although physical diversity is usually accepted, early adolescents often find it difficult to accept their differences socially and emotionally. Peer influence plays a major role in how young adolescents view their world. Intellectual and cognitive development is taking place at the same time. Youngsters are thinking more in the abstract, and they are capable of more critical thinking. However, students need to be challenged academically. The curricular offerings at the middle school meets the needs of a wide range of interests and abilities.

## **THE FORMATION OF AN ADULT CHARACTER**

Self-concept, values, and view of the world, factors that determine adult behavior, are developed during these critical years. School experiences during the middle grades have a life-long influence.

## **HOME/SCHOOL RELATIONS**

Even though your son or daughter is maturing and becoming more independent, it is still important to keep in touch with his or her teachers and know what is going on in the classroom and what behavior to expect at home. Just as in elementary school, there are two times a year when parents are invited to attend general information evenings relating to the instructional program: Back to School Night in the fall and Open House in the spring.

The goal of education for the middle years is for every middle school student to learn to their highest potential in a strong academic program that is part of a positive school culture which reflects a strong student-centered philosophy. The more the school knows about students and their families, the better it can work together with them toward this common goal.

## WHAT IS HOMEWORK?

Homework is one way for a student to master a skill or a subject through an extended practice. Homework consists of reading and writing exercises and activities that reinforce what has been or will be introduced in the classroom. Homework may also include things such as watching assigned television programs, participating in civic projects, and attending events.

## HOW MUCH HOMEWORK SHOULD MY CHILD EXPECT?

By the time a student is in the middle school grades, he/she should be spending about one hour per day on assignments. By high school, the homework load grows to two or more hours daily.

## WHEN SHOULD MY CHILD STUDY?

The time of day selected for studying should match your child's best time for concentration. Some children like to dig into homework immediately after school while the information and assignments are fresh in their minds. Other children study best in the evening after they have relaxed from the school day, eaten and restored their energy. A few even like to get up early and do homework before the day begins while their minds are clear and rested. More important than the specific time is that it be part of a routine, scheduled and done at the same time each day. When it is impossible to study at the regular time, you should help your child reschedule to be sure that the homework gets done.

## WHERE SHOULD MY CHILD STUDY?

The place selected for doing homework should be well lit with a good surface for writing and a comfortable but firm chair - no lounging. It should be stocked with study equipment such as pencils, pens, paper, dictionary, thesaurus, and atlas, and near other resource books. The study place should also be private, away from distractions such as the telephone, television, or music. But it should also be public enough so that you can monitor activity, making sure that quality work is underway.

## SCHOOLWORK SCHEDULING

### TIPS:

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When developing a study plan, be sure to include both long-term and short-term goals.

- Begin by listing the dates when assignments and tests are due.
- Estimate the amount of time required to prepare for each.
- If you have trouble estimating how long a specific assignment should take to prepare, ask the teacher.
- Using an agenda or electronic calendar devoted to scheduling school activities and assignments, work backward from the due dates and schedule study sessions that focus on the tasks required to complete the given assignments.
- If your child has a long-term reading assignment, schedule reading sessions of so many pages per day ending with a short discussion period where she or he summarizes the section read.
- When changes are made in the study plan, reschedule activities in the calendar to bring the plan up to date.
- Don't make the mistake of working with a rote study plan such as one-half hour each day on each subject. Guide your child in pacing her or his study activities to meet emerging deadlines and goals.

### TIPS FOR EASIER LEARNING:

- Flash cards: Use for vocabulary and/or math terms.
- Memory shortcuts: Create devices like acronyms (*e.g., HOMES for the Great Lakes: Huron, Ontario, Michigan, Erie and Superior*).
- Preview reading: Scan headings, subheadings and illustrations for an overview before reading for detail.
- Self quizzing: Make up anticipated test questions on each assignment and answer those.
- Notes: Pull out key words and phrases from textbooks and teachers' presentations.
- Recall games: Play all kinds that focus on vocabulary,

economics, history, geography, spelling, trivia, strategy, and counting.

## TAKING GOOD NOTES

The ability to take good notes is an important lifelong skill. Notes should be just that - brief, key words that capture and recall the high points of instructions, content and ideas.

As the child grows older, it is increasingly important that he or she develop the ability to take good notes from the spoken word, capturing the essence of lectures, meetings and instructions. Throughout this growth process, keep reinforcing the importance of listening and writing down the key words, not trying to catch whole passages word for word.

Good notes are always much shorter than the original. They capture the central terms and thoughts from which more elaborate passages and concepts can be remembered and applied. Your child will receive instruction in note-taking skills during middle school.

## TURNING AROUND PROBLEM SITUATIONS

Nearly every child hits rough patches on the journey through school. When this happens, a parent may feel helpless, then hopeless about turning his or her child's attitude toward school back on a positive course.

Many times a parent can see trouble coming if he or she listens to the child carefully and keeps open lines of communication with the child's teachers. Problems and confusion in the child's other growth areas—emotional, social, psychological, physical—often show their first symptoms as trouble in school. Similarly, problems with schoolwork may first show up as emotional, social or psychological problems. It is important that a parent recognize the subtle and not-so-subtle signs of school problems and address those quickly with both the child and the teacher

## WARNING SIGNS

- Complaints about school and teachers:
- Your child does not have to like every teacher in school, but constant complaining about all of them can indicate problems.
- It is natural for your child to question why he or she has to take particular subjects, but continual harping on the uselessness of one or all subjects is a sign of trouble.
- Not bringing home books and claiming a number of excuses such as there was no homework, the teachers were absent, everyone was let out early or we have no books.
- High absenteeism, skipping school or reluctance to get up and go to school in the morning.

## HOME/SCHOOL COMMUNICATIONS

Home/School Communication is a key to a child's success in school.

**Hankey ListServ** is an emailing program that is designed to improve communication between our school and community. You will be reminded of special events and activities such as Concerts, testing, picture day, or Minimum days.

A ListServ is a managed list of email addresses. To subscribe to Hankey's ListServ go to <http://www.capousd.org>. You have our assurance that CUSD is the sole owner of any information collected from its sites and will not sell, share, or rent any information to others. You may subscribe or unsubscribe to this service at anytime.

**Hankey SchoolLoop** is an on-line agenda and grade program. SchoolLoop has proven to be an invaluable tool for parents and students. SchoolLoop is designed to give you up-to-date information regarding school assignments and grades. SchoolLoop also provides email communications with teachers as well as a forum to post discussion topics. Registration for SchoolLoop is easy and can be done in just a few minutes



# The IB Middle Years Programme

Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate® (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning.

The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.



# Course Descriptions

## **ENGLISH**

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*As an International Baccalaureate World School, core subject curriculum at Carl Hankey K-8 is student centered and focused on making connections to big ideas and significant concepts. Hankey's curriculum connects and interrelates to the IB core elements of Approaches to Learning as well as the Common Core State Standards and California's ELD/ELA Framework.*

### **Language and Literature Level 1 Grade 6- One Year**

In sixth grade English/Language Arts, students focus on active engagement with text. They are required to analyze, define, identify, explain, and critique text building on reading skills developed in the elementary years. The transition for learning to read to reading to learn is complete. In the area of reading, students focus on vocabulary development, reading comprehension, and literary response and analysis. Writing is emphasized through strategies, applications and organization, and written and oral language conventions. Students also work on listening and speaking strategies and applications.

### **Language and Literature Level 2 Grade 7 - One Year**

The content standards for seventh grade mark an important transition from sixth grade as the transition from learning to read to reading to learn becomes complete. The standards are more sophisticated, intricate, and subtle. In the area of reading, students focus on word analysis, fluency, vocabulary development, reading comprehension, literary fiction and nonfiction, dramas and poems. Writing is emphasized through writing strategies, writing applications and genres, and written and oral language conventions. Students also work on listening and speaking strategies and applications.

### **Language and Literature Level 3 Grade 8 - One Year**

The content standards for eighth grade mark another transition as students prepare to master the skills necessary for high school. The eighth grade standards represent an important culmination of curriculum and learning emphasized in grades four through eight. In the area of reading, students focus on word analysis, fluency, vocabulary development, reading comprehension, and literary response and analysis. Writing is emphasized through writing strategies, writing applications and genres, and written and oral language conventions. Students also work on listening strategies, and speaking applications (genres and their characteristics).



# MATHEMATICS

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*As an International Baccalaureate World School, core subject curriculum at Carl Hankey K-8 is student centered and focused on making connections to big ideas and significant concepts. Hankey's curriculum connects and interrelates to the IB core elements of Approaches to Learning as well as the Common Core State Standards for Mathematics, the IB Design Cycle and Mathematical Practices.*

## **Math 6** **Grade 6 – One Year**

In Grade 6, instructional time focuses on four critical areas: (1) connecting ratio and rate to the whole number, multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers which includes negative numbers; (3) writing, interpreting and using expressions and equations; and (4) developing understanding of statistical thinking.

## **Math 7** **Grade 7 One Year**

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

## **Math 8** **Grades 8 – One Year**

In Grade 8, instructions time will focus on three critical areas (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two and three dimensional space and figures using distance, angle, similarity and congruence and understanding and applying the Pythagorean Theorem

## **Math Grade 7 Accelerated** **Grade 6 and 7 – One Year**

Sixth and seventh grade students should focus on the critical areas noted for both Grade 7 and Grade 8 courses above. This course is faster-paced and blends the two curriculums in order to prepare students for Algebra 1 the following year.

## **Algebra 1** **Grades 7, 8 – One Year**

The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. Instructional time will focus on four critical areas; (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

## **Geometry** **Grades 8 – One Year**

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. Instructional time should focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems; and (6) extend work with probability

## SCIENCE

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*As an International Baccalaureate World School, core subject curriculum at Carl Hankey K-8 is student centered and focused on making connections to big ideas and significant concepts. Hankey's curriculum connects and interrelates to the IB core elements of Approaches to Learning as well as the National Science Standards (NGSS).*

### Science 6

#### Grade 6 - One Year

This course focuses on the study of Earth Science and the process of scientific inquiry. Students will study such topics as: weathering and erosion, plate tectonics, weather and climate, ecology and energy resources. In MYP Science, a variety of media will be used to access information with a focus on inquiry methods and global awareness of issues around the world. Students will also utilize the Approaches to Learning and the experimental Cycle to gain: organizational skills, collaborative skills, communication, information literacy, reflection, problem solving and thinking skills, science-specific and interdisciplinary understanding.

### Science 7

#### Grade 7 One Year

This course focuses on the study of Life Science and the process of scientific inquiry. Students will study such topics as: cells, genetics, evolution, history of life, classification of plants and animals, human body systems and health. In MYP Science, a variety of media will be used to access information with a focus on the inquiry methods and global awareness of issues around the world. Students will also utilize the Approaches to Learning and the Experimental Cycle to gain; organizational skills, collaborative skills, communication, information literacy, reflection, problem solving and thinking skills, science-specific and interdisciplinary understanding.

### Science 8

#### Grade 8 - One Year

This course focuses on the study of Physical Science and the process of scientific inquiry. Students will study topics such as; metrics, graphing, chemistry, physics and astronomy. In MYP Science, a variety of media will be used to access information with a focus on inquiry methods and global awareness of issues around the world. Students will also utilize the Approaches to Learning and the Experimental Cycle to gain organizational skills, collaborative skills, communication, information literacy, reflection,

problem solving and thinking skills, science-specific and interdisciplinary understanding

## HUMANITIES: Individuals and Societies

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### Individuals and Societies (Ancient Civilizations)

#### Level 1 - One Year

A one-year course of study concentrating on ancient civilizations, including Early Man, Mesopotamia, Egypt, India, China, Israel, Greece and Rome. Technology, research skills, geography and writing are taught with historical themes. Students use a broad range of reading, writing, critical thinking, technological and research skills in their study of the social sciences.

### Individuals and Societies (Medieval & Early Modern Times)

#### Level 2 -One Year

This is a one-year course of study covering world history from 500 A.D. to 1789. It begins with the fall of Ancient Rome, and progresses to the growth of Islam, African empires in the middle ages, civilizations of the Americas, and medieval China, Japan, and Europe. The course of study continues with Europe during the Renaissance, Reformation, and Scientific Revolution, and culminates with the Age of Exploration and the Enlightenment. Students use a broad range of reading, writing, critical thinking, technological and research skills in their study of the social sciences.

### Individuals and Societies (Independence through 1914)

#### Level 3 -One Year

A one-year course of study concentrating on a survey of United States History from the colonial time period through 1877; basic understanding of American government through its Constitution; an in depth study of the Civil War, as well as contemporary issues in the world. Technology, research skills, geography and writing are taught with historical themes. Students use a broad range of reading, writing, critical thinking, technological and research skills in their study of the social sciences.

## PHYSICAL EDUCATION/HEALTH

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### **Physical and Health Education** **Grades 6, 7, 8 - One Year**

The object of the physical education program is to develop the physical well-being of students, to develop qualities of character and sportsmanship, cultivate the skills necessary to compete in a wide array of physical activities and promote attitudes towards fitness, nutrition and sports. This course covers units in Football, Basketball, Soccer, Volleyball, Softball, Paddleball, Hockey, Dance, Track & Field as well as physical fitness preparation and testing.

## LANGUAGE ACQUISITION

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### **MYP Level 1** **Grade 6**

This focus of MYP 1 Spanish is to introduce students to the fundamental communication skills in the Spanish language. This includes conversational Spanish, reading and writing skills, as well as learning about customs and cultures in the Spanish-speaking world.

### **MYP Level 2** **Grade 7**

In MYP 2 Spanish, students will build on speaking, writing, listening and reading skills developed in MYP-1. They will also have opportunities to develop a deeper understanding and appreciation of the cultures of Spanish speaking people and to compare these cultures with their own.

### **MYP Level 3** **Grade 8**

The main focus of MYP 3 Spanish is to further the communication skills in the Spanish language. Students will build upon these communication skills by furthering their vocabulary and actively use it in listening, speaking, reading and writing. The students will also further their understanding of the cultures of Spanish speaking people and learn to connect and compare these cultures to their own communities. This will provide students with a deeper understanding of themselves within the global community they reside in

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## **VISUAL and PERFORMING ARTS (VAPA)**

The VAPA elective incorporates one or more of the following: Speech, Debate, Drama or History of Music. Also included is the 15 hours of Fine Art instruction throughout the year.

### **IB Design/ Drama (if available)** **Grade 7/8 – One Year**

In the semester long MYP Drama elective, students are introduced to the world of performance as effective communication is essential for personal and professional success. Drama stimulates creative abilities, develops performance and critical thinking skills, and fosters self-confidence. Students will learn movement, voice, and characterization skills while participating in a variety of activities which may include pantomime, improvisation, puppetry, storytelling, scene work, and script writing. Through these activities, students develop their physical and vocal presentation abilities as well as their basic knowledge of theatre terminology, history and critique. The drama course instills an appreciation for the art and its valuable skills for future college and career endeavors.

### **IB Design/Speech & Debate (if available)** **Grade 7/8 – One Year**

In the yearlong IB Design/Speech & Debate elective, students will develop speaking and leadership skills better preparing them to meet the demands and challenges of today's world. Through this course, students will learn how to prepare and present a speech, conduct meetings, listen effectively and evaluate what they have heard. Topics include; interpersonal communication skills, impromptu speaking, organization of speeches, listening, gestures in speaking, voice and vocabulary and how to use effective visual aids. By the end of the year, students

will have developed self-confidence and interpersonal communication skills that will be used for the rest of their lives.

## **MUSIC**

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### **Music Appreciation/IB Design**

#### **Grade 6 – One Year**

In music appreciation, students will learn about various styles and genres of music from all around the world. In IB Design, students will focus on what it means to be IB, learning about the design cycle and how to work and problem solve in teams.

### **Band 6**

#### **Grades 6 – One Year**

This course is designed for the continuing music student. Music will be presented with instruction designed to increase the range, flexibility, endurance, tone quality, and artistic interpretation of the student.

### **Intermediate Orchestra 6**

#### **Grade 6 – One Year**

This course is designed for 6<sup>th</sup> grade students who have progressed beyond the beginner stage. Students will be taught the fundamentals of music including rhythms, note names, musical terms, tone quality, bow control and artistic interpretation. Intermediate orchestra is a performing group and attendance at school and community concerts is required.

### **Advanced Band**

#### **Grades 6, 7, 8 – One Year**

This course is designed for students who have mastered the basic music skills and concepts presented in Band 6 and wish to continue to develop greater musical understanding and the mastery of their instrument. Music of increasing difficulty will be presented with instruction designed to increase the range, flexibility, endurance, tone quality and artistic interpretation of the student. The Advanced Band is a performing group and attendance at school and community concerts and festivals is required.

### **Advanced Orchestra**

#### **Grades 7, 8 – One Year**

This course is designed for students who have mastered the basic music skills and concepts presented in Intermediate Orchestra and wish to continue to develop

greater musical understanding and mastery of their instruments. Music of increasing difficulty will be presented with instruction designed to increase the range, flexibility, endurance, tone quality and artistic interpretation of the student. The Advanced Orchestra is a performing group, and attendance at school and community concerts and festivals is required.

## **SOAR (Spirit, Organization and Reflection)**

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Each student is assigned a SOAR class, which meets Monday, Tuesday, Thursday and Friday mornings for fifteen minutes. SOAR classes are intermixed with sixth, seventh and eighth grade students. Students stay with the same SOAR teacher throughout their middle school career. The purpose of SOAR is to promote a sense of belonging and self-worth. Students participate in activities that develop positive self image, improve study skills and promote peer relationships. SOAR teachers monitor the academic and social progress of their students and interact with them individually. Each SOAR class is named after a college mascot to expose students to various universities.

## **STUDENT SERVICE PROGRAM**

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As part of the International Baccalaureate program, Hankey students will be given unique opportunities to perform service learning activities around their community. I.B. World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities. Action and service are key components in the I.B. Curriculum. I.B. learners strive to be caring members of the community who demonstrate a personal commitment to service and act to make a positive difference in the lives of others and the environment.

Each student at Hankey must complete ten (10) community service events (each event must be three or more hours long) by their eighth grade year in order to receive the Community Service award at the annual awards night. Students can choose from a multitude of volunteering opportunities including; working at soup kitchens, food banks, homeless shelters and countless other places in a variety of endeavors. Students can also work at the school site participating in service activities including planting flowers, coaching and mentoring elementary students, helping out with trash clean up, volunteering in classrooms and other meaningful activities.