



School Year 2010-11

Registration Information

Grade 7

Sample Schedule

(This is a typical 7th grade schedule. Electives or specials may be dropped for interventions or services.)

PERIOD		A - DAY	B - DAY
1	7:45-8:27	Social Studies	Design Robotics / ART
2	8:32-9:14		
ConnecTime	9:14-9:33	ConnecTime	ConnecTime
3	9:38-10:20	Band/Orchestra/Choir	World Language
4	10:25-11:07	Physical Education	Band/Orchestra/Choir
7 th Gr. Lunch	11:07-11:37	LUNCH	LUNCH
5	11:37-1:06	Science	FACS (Family and Consumer Science)/Health
6			
7	1:11-2:40	Language Arts	Math
8			

Visit our website for further information about South View:

www.edina.k12.mn.us/southview

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ART: This course is designed to give the students a wide variety of art experiences and to develop self-confidence and creative thinking. A better understanding of aesthetics and art appreciation is explored. Learning activities are based on art theories, history, subject matter, technology and styles.

FAMILY AND CONSUMER SCIENCE (FACS): This course was designed to provide each student with an exploratory overview of the skills and concepts identified with Family and Consumer Science. One unit is the study of relationships, personal identity, self-esteem and other life skills. A sewing unit makes up another portion of the course in which the emphasis is placed on reading and applying technical terms as they pertain to student projects. The third section will consist of a consumer unit. Within the consumer unit each student will demonstrate an understanding of the impact of purchases on individuals and families. Approximately one-half of this class will consist of a food and nutrition unit that will introduce students to nutrition basics, kitchen safety and sanitation, and food preparation techniques

HEALTH: The major units of study in this semester course include the following: the heart and its effects on our well being, wellness; mental health including stress management; social health, including peer support; digestive system, including weight control and eating disorders; effects of smoking and smokeless tobacco, alcohol and other drugs; human sexuality; communicable diseases and non-communicable diseases; first aid and safety.

LANGUAGE ARTS 7: This course is rigorous and will challenge all students to engage in literary texts, analyze what they read, and make connections to their lives and the world around them. It will cover the standards of reading, writing, speaking, listening and viewing. Students will study the characteristics of each literary genre (fiction, nonfiction, and poetry) through both reading and writing. The curriculum includes young adult and classic works, fiction and nonfiction, poetry, and drama. Particular emphasis will be placed on active reading skills as well as character development, conflict, plot, and theme. The six traits of writing will be used for instruction and assessment. The focus of writing for the year will be on the academic essay, narrative and creative writing.

ENRICHED LANGUAGE ARTS 7: This course covers the same curriculum and standards of 7th grade Language Arts. As an “enrichment” to the adopted curriculum, students will be expected to do the following if registering for this course. They will read four additional novels throughout the year; *this includes reading two novels over the summer months*. Since there are more books, the pace of reading is increased; students will be expected to read a greater volume of pages each night. Class discussions and assignments are more independent, student driven, and push the students to think on a more abstract level.

MATHEMATICS

Students are required to take a full year of mathematics in grades 6, 7, 8 and 9. Each student will be placed in the most appropriate mathematics path based on test results and grades. Students are exposed to the same mathematics, but at different pacing and levels of enrichment. Appropriate placement in mathematics classes is regularly monitored and reviewed for each student. University of Chicago math materials are used in all math courses.

MATHEMATICS CURRICULUM PATH: Grades 6 -12

	<i>Standard Path</i>	<i>Accelerated Path</i>
Grade 6	↓ Pre-Trans Math	↓ Transition Math
Grade 7	Transition Math	Algebra
Grade 8	Algebra	Geometry
Grade 9	Geometry	Advanced Algebra
Grade 10	Advanced Algebra	Functions, Statistics, and Trigonometry
Grade 11	Functions, Statistics, and Trigonometry	Pre-Calculus/Discrete Mathematics
Grade 12	Pre-Calculus/Discrete Mathematics	Calculus

TRANSITION MATHEMATICS: This course has three constant themes: applied arithmetic, pre-algebra and pre-geometry. These themes are interwoven in a development that emphasizes how operations of arithmetic are used in mathematics and in the real world. Students use scientific calculators to enable them to solve a wide variety of problems.

TRANSITION SKILLS: This course has three constant themes: applied arithmetic, pre-algebra and pre-geometry. These themes are interwoven in a development that emphasizes how operations of arithmetic are used in mathematics and in the real world. Students use scientific calculators to enable them to solve a wide variety of problems. Students in Transition Skills will have an additional 42 minutes of math class every other day during the year. This allows students more time to receive math instruction and improve math skills. Enrollment is based on test scores, grades and teacher/counselor recommendation.

ALGEBRA: This course has a broader scope than traditional algebra. Applications, statistics and geometry are used to develop and exemplify the algebra of linear equations and inequalities. Graphing functions, including lines, parabolas and other curves, are studied and used in contemporary applications. Systems, polynomials and square roots are linked to the study of geometric applications.

MUSIC COURSES

For All Band/Orchestra Students: *Students are encouraged to have previous band/orchestra or private lesson instruction in order to experience immediate success in their grade level band/orchestra classes.*

BAND: This full-year, alternating-day course is designed to introduce all the units that will be necessary for future success in the band program. The student begins to experience the sounds and techniques of a larger band. Technique and practice are stressed to prepare the student for further development. Lessons are given by sections during rotating class periods. Performances are scheduled twice during the school year. Because band is an alternating-day class, individual daily practice is considered essential. Solo Festival participation is required as further preparation for high school performance requirements. Prerequisite: Band 6 or instructor approval.

CHOIR: This full-year, alternating-day course offers students an opportunity to sing and perform in a mixed chorus situation. The course focuses on the rehearsal and performance of both serious choral literature and modern pop arrangements. Special attention is given to problems of the changing voice. All Choir members are required to perform in the December Winter Concert, the Masterworks Concert and in the annual Spring Concert. All concerts are evening performances.

ORCHESTRA: This full-year, alternating-day course is designed to provide instrumental students an opportunity to perform in a large orchestral group. Students have the opportunity to perform as soloists and in small ensembles. In-school and public performances are scheduled throughout the year. Commitment to out-of-class individual practice time on a daily basis should be a strong consideration. Orchestra students are required to perform in three evening concerts per year.

MUSIC EXPLORATION: This full-year, alternating-day course consists of units which explore the topics of sound, history of rock, jazz, and instruments of the orchestra, musical theater, electronic music and multicultural music traditions.

PHYSICAL EDUCATION: This full-year, alternating-day course is an exploratory program involving students in the areas of individual sports, team sports, outdoor recreation, and dance. Individual growth and development is encouraged through participation in individual activities such as, aerobics, dance, physical fitness, swimming, track and field, and tennis. Team concepts are provided through activities, such as basketball, flag football, floor hockey, lacrosse, soccer, volleyball, and ultimate Frisbee. Safety concepts, rules, and etiquette are emphasized in all activities.

SCIENCE: Seventh grade students will conduct laboratory and field investigations of the components of the environment and their interrelationships. The course will engage students in authentic activities of science and capitalize on the excitement of discovery. The physical science strand will introduce the properties of matter, changes in the state of matter, and relationships between temperature and heat. The ecology strand fosters awareness of interactions and interdependence in the environment. A relational study strand applies physical and ecological principles to the study of environmental issues. Students will analyze and interpret their data, review related literature, discuss their findings in small groups or as a class, and write and share their own reports. Text materials will include, "FAST 1: The Local Environment".

SOCIAL STUDIES 7: This course is an integrated study of the geography and history of the Western Hemisphere. Concepts such as colonization, revolution, civil war, and government development will be studied in relation to the United States and other countries in the Western Hemisphere. Students will problem-solve, collaborate, communicate, and work to understand the content of United States history and geography.

ENRICHED SOCIAL STUDIES 7: This course is the first year of an integrated study of the geography and history of the Western Hemisphere. Concepts such as colonization, revolution, civil war and the development of government will be studied in relation to the United States and other countries in the Western Hemisphere. In enriched 7th grade social studies students will be asked to read and analyze more rigorous texts. Students will apply their knowledge in a variety of ways through independent and collaborative work, often at a fast pace. Students will problem-solve, collaborate, communicate and understand the content of the course at higher levels.

SCIENCE, TECHNOLOGY EDUCATION, AND MATHEMATICS

DESIGN AND ROBOTICS (Project Lead the Way): In this class students will be introduced to the solid modeling design process (a very sophisticated mathematical technique for representing solid objects). Utilizing this design approach, students understand how solid modeling has influenced their lives. Students also learn sketching techniques, and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, students create models and documentation to solve problems. Students will also trace the history and development of automation and robotics. They learn about structures, energy transfer, machine automation, and computer control systems. Students acquire knowledge and skills in engineering problem solving and explore requirements for careers in Engineering.

WORLD LANGUAGES:

CHINESE IB: This course is a continuation of the 6th grade Chinese I A class. Students will further develop their skills with simple vocabulary building, character recognition, and memorization using Chinese songs, games and the art of calligraphy. Students will keep developing their communication skills in Chinese and continue learning about Chinese cultures.

Prerequisite: Successful completion of Chinese IA or teacher approval.

FRENCH IB: This course is a continuation of the 6th grade French curriculum. Developing communication skills is emphasized, with special attention given to vocabulary building, oral proficiency, and the development of writing skills, including the study of basic grammatical concepts. Students demonstrate their skills through listening, speaking, reading and writing. **Prerequisite: Successful completion of French IA or teacher approval**

LATIN IB: This course is a continuation of the 6th grade Latin curriculum. Students continue to develop language skills through the ongoing storyline of a Roman family in Ancient Pompeii. Through the study of Latin vocabulary, students learn English derivatives and cognates. Cultural and historical topics include the Roman city, theater, slavery, life after death, and Roman myths and legends. **Prerequisite: Successful completion of Latin IA or teacher approval.**

SPANISH IB: This course is a continuation of the 6th grade Spanish IA class. Developing communication skills are emphasized, with special attention given to vocabulary building, oral proficiency, and the development of writing skills, including the study of grammatical concepts. Students demonstrate their skills through listening, speaking, reading and writing. **Prerequisite: Successful completion of Spanish IA or teacher approval.**

ADDITIONAL LEARNING EXPERIENCES

Middle school philosophy and the belief of South View Middle School is to meet students where they are academically. We often build intervention courses to meet the needs of our students. There may be new courses or programs that are not currently offered that will be next school year based on identified needs.

We currently have the following intervention courses and services at SVMS:

COLLEGE PREP: The **College Prep Elective** course is designed to be taken concurrently with a rigorous class schedule. The College Prep class is offered in grades 7 – 9 and aims to develop the skills needed for academic success in high school and college. Students will experience a comprehensive academic structure that develops note taking skills, reflection, time management, organization, study skills, test taking skills, research methods, analytical writing, and higher level questioning. Other learning opportunities in College Prep include tutoring from local college students, team building and motivational

College Prep, con't

activities, field trips, guest speakers, college and career exploration, and various networking options. Registration and scheduling for this course is based on student data, application process, interview and team approval. Students may also be referred to College Prep through the Student Assist Team.

ENGLISH AS A SECOND LANGUAGE PROGRAM: This program is designed for students for whom English is a second language. The program will provide specialized tutoring for the non-English speaking students who are experiencing difficulty speaking, interpreting and reading English. Eligibility for the program will be determined by English proficiency testing.

EXCEL/LEARNER SUPPORT: Occasionally these courses are offered to students needing additional academic or organizational support primarily at grades 6 & 7. A course would need to be dropped from the typical schedule to accommodate these courses.

GIFTED EDUCATION SERVICES AND/OR MATH ACCELERATION: Students are identified for gifted education services on the basis of nationally-normed achievement and aptitude measures and teacher and parent recommendations using a characteristic checklist. Students select from a variety of enrichment opportunities facilitated by Resource Teachers. Activities for middle-school students include small-group special-topic seminars and workshops, mentorships and opportunities to pursue special topics through independent projects and informational interviews. Identified Type III students will be placed in G/T Reading. Math placement letters (based on math **and** reading test scores) will be sent to parents of current 5th graders by late May. **After receiving the letter, students wishing to be considered for 6th grade Algebra must request to take the Iowa Algebra Aptitude Test and score at the 85% or higher. (Please note, this is a double acceleration). To register, please contact Carmine LeVoir at 952-848-4410.** For more specific information about Gifted Education Services, contact Susan Neilson at 952-848-4493.

LITERACY SKILLS: Lit Skills is designed to provide additional explicit instruction for reading development and the opportunity for guided practice. Students are identified for this class based on MAP and MCA reading scores. Parents are notified by letter in the summer. The class is taught by a licensed teacher. It is a scheduled course and students are graded. *This course typically takes the place of specials, electives and /or some times a core class such as regular 6th grade reading.*

MATH INTERVENTIONS: Each grade level supports math intervention in various ways. Whether it is a stand alone intervention course or supplemental curriculum working in conjunction with a typical class there is a delivery method at each grade level. Placement in these courses is derived by data from the MAP and MCA tests.

SPECIAL EDUCATION PROGRAMS/SERVICES: Special education services for students with identified disabilities are available to students in areas mandated and guided by laws, rules, and regulations. Students do not register for these services or programs. They are determined either through a formal individual evaluation process or are planned with parents as a continuation of needed services identified prior to enrolling at South View Middle School. For more specific questions relating to Special Education, contact Meagan Bennett, School Psychologist at 952-848-4440.

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