

CANYON MIDDLE SCHOOL

2011-2012 PROGRAM PLANNING GUIDE

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Make it a great day or not... the choice is yours.

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Canyon Middle School
A National Schools to Watch Model School

A Message from the Principal . . .

March 2011

DEAR STUDENTS AND FAMILIES OF CANYON MIDDLE SCHOOL,

The Program Planning Guide has been developed to provide students and their parents with information about the educational program offered at Canyon Middle School. Our school is committed to ensuring that all students receive a challenging, comprehensive, standards-based curriculum. The curriculum is designed to be student-centered and to meet the intellectual, emotional, social, and physical needs of young adolescents by providing a smooth transition from the elementary school to the high school. Following state guidelines for the model middle school, all students experience a core curriculum through interdisciplinary instruction, a rigorous physical education program, exploratory class offerings, sustained silent reading, and an advisory program.

Middle school students are at an important transition in their development. Keeping this in mind, the Board of Education, the administration, faculty, staff, parents, and students of Castro Valley Unified School District developed a vision statement to use as a focus for our middle school program. We have included a copy of this statement for you to review.

Our school community is dedicated to providing active learning in a safe, supportive environment in which students demonstrate mutual respect, responsibility, acceptance of individual differences, and appropriate behavior. On behalf of the staff at Canyon Middle School, we look forward to communicating and collaborating with your family. We know that with your continued support and involvement we can expect a positive, successful, and exciting educational experience for all students.

Sincerely,

Mark Croghan
Principal

Vision Statement Canyon Middle School

A National Schools To Watch Taking Center Stage Model School

The vision of Canyon Middle School is to offer an academic and social program for students that embraces the ideals of “*Failure Is Not An Option*” and the ideals outlined in the California Middle School Reform document “*Taking Center Stage II*”

Academic Excellence

Rigor. Hold high expectation and provide numerous avenues of support so that each middle grades learner succeeds. Use California’s content standards, frameworks, adopted and aligned instructional materials and common formative and summative assessments as the coherent foundation for rigorous curriculum and instruction.

Instruction, Assessment, and Intervention. Engage middle grades students with challenging lessons and opportunities to think critically and demonstrate their learning in a variety of ways. Differentiate strategies to deliver standards-based, grade-level instruction that reflects individual student needs and results from ongoing common assessments. Use individual student progress data to deliver appropriate, accelerated classroom and school-wide academic interventions and enrichments.

Time. Institute flexible schedules that provide recommended and required instructional minutes for core academic classes and accelerated interventions. Provide sufficient time before, during, and after school so that each student has access to additional academic and interest-based classes and opportunities to meet social and personal needs. Schedule regular common planning time for professional learning communities to analyze student data, coordinate instruction, and communicate with families.

Developmentally Responsive Practices

Relevance. Meet the needs of middle grades students by developing a rich set of curricular and co-curricular opportunities that infuse learning with technology, visual and performing arts, career/real-world connections, service- and project-based learning, and multicultural experiences. Engage students as lifelong learners by developing socially relevant, cross-curricular understanding and opportunities for meaningful participation before, during and after school.

Relationships. Foster close relationships for accountability and engagement among students and with adults who share extended time through grade, content-area, or interdisciplinary small learning communities. Provide an advisory program to ensure that each middle grades student has frequent contact with an adult mentor to plan and assess his or her academic, personal, and social development.

Transitions. Work with elementary and high schools to inform students and families about academic and behavioral expectations and to promote seamless, articulated transitions.

Socially Equitable Practices

Access. Provide all middle grades students equal access to a well-prepared, qualified, caring staff and a rich learning environment that includes: grade-level standard based instruction; academic interventions; learning resources; leadership and recognition opportunities; exploratory programs; sports; clubs and enrichment activities; and, to the extent possible, placement in heterogeneous classes.

Safety, Resilience, and Health. Create and sustain a fair, safe, and healthy school environment through a positive discipline policy; civic and character education; safe and well-maintained facilities; access to adult mentors and counseling; and school and community health and social services.

Organizational Support and Processes

Leadership. Foster distributed leadership, collaborative decision-making and regular data analysis to realize and sustain a middle grades vision for focused learning and continuous improvement.

Professional Learning. Build and sustain professional learning communities through recruitment, training, coaching, and interdependent collaboration. Use data, research, California Standards for the Teaching Profession, and best practices as the basis for continuous professional growth and improvement in instruction and student achievement.

Accountability. Organize all district, school, and community stakeholders to hold high academic and behavioral expectations for all middle grades students. Provide sufficient time, talent, training, and resources to support student learning and rigorous standards-based curriculum, instruction, and assessment. Analyze student progress data on an ongoing basis. Be accountable for moving all students toward proficient performance levels and closing the achievement gap.

Partnerships. Engage families, businesses, local and state agencies and organizations, higher education, and community members as partners in supporting middle grades student achievement.

CANYON PROGRAM HIGHLIGHTS

- ***Literacy***
Reading is clearly primary to any definition of literacy. Writing, as a means of communication and recording, presupposes reading. Similarly, numeracy and document knowledge are supplemental to reading and have a major role in the literacy equation. At Canyon Middle School, every student is given the opportunity to acquire “literacy” in all subject areas.
- ***Inter-Disciplinary Instruction***
Interdisciplinary teams at each grade level are an integral part of the school’s organizational structure. These teams provide a small school atmosphere, where students and staff can more easily communicate and learn together. New teachers at Canyon participate in TV/TIP, a support system designed to help them through the beginning years by pairing them with a veteran teacher to help with classroom management, curriculum and discipline. All students receive the district’s core curriculum as evidenced by Canyon’s Master Schedule, Program Planning Guide, samples of student work, teacher lesson plans and course outlines. Administration and staff participate in an in-depth in-service on STAR/CAT6 test results to determine area weaknesses and to direct curricular emphasis.

- **Block Scheduling**
Block scheduling has been adopted by Canyon’s education community as a way to “redesign education” so that time becomes a factor supporting teaching and learning. Through longer instructional blocks, all students are able to engage in more “in-depth learning.”
- **Exploratory Wheel**
In addition to the core curriculum students at all grade levels are offered a variety of exploratory classes to enrich their academic experiences. Exploratory classes encompass computer technology, computer graphics, art, beginning, creative design and nutrition. In addition, at the sixth grade level, students participate in Quest, a class that equips students with skills for adolescence by addressing student self-esteem, drug use and alcohol and tobacco use prevention.
- **Sustained Silent Reading/Sustained Silent Writing**
Students devote 15 minutes to engage in independent reading of a book, magazine, newspaper, or independent journal writing on a specified prompt. This commitment to improve reading/writing skills will help students attain an ultimate goal of becoming lifelong learners.
- **Technological Enhancement**
Technology will be used to perform research and present information in home to school communication through electronic portfolios, and to provide new and exciting instructional techniques and interventions. Opportunities for staff training on effective uses of technology are provided on a regular basis. Students have the opportunity to conduct on-line research, communicate with others throughout the world and produce multi-media classroom presentations.
- **Diversity**
The ever-changing diversity of the student and community population is recognized and the school institutes a planned program to promote the appreciation and understanding of all people. Students have equal access to courses and educational activities. Students have the opportunity to join the Canyon Diversity Council which meets to explore and develop programs and activities that promote cultural awareness.
- **English Language Development (ELD)**
The District’s ELD program for middle school students is housed at Canyon Middle School. The program is designed to move English language learners toward achieving fluency in English. (See Support Programs for more details.)
- **Positive School Climate**
Canyon is dedicated to promoting a sense of pride, mutual respect, and responsibility toward self, others and society through excellence in teaching and learning in a safe and nurturing environment. Sexual harassment policies and procedures are provided to all staff and students. Policies pertaining to gender equity are published in the school’s newsletter, the Student Handbook and are posted in various areas of the school site.

FISCAL SUPPORT

- SLIP funds are used to support technology school wide, providing computer hardware and software in specific curricular areas. Math Tutoring and Math Curriculum Improvement are funded in response to the Single Plan for Student Achievement. Staff development is funded by district and site funds.
- Title VI funds are used to purchase library books and periodicals, computer upgrades, audio-visual equipment and software for the Canyon library.

THREE YEAR REQUIREMENTS

6TH GRADE	7TH GRADE	8TH GRADE
Advisory	Advisory	Advisory
English/Social Studies Core	English	English
Math/Science Core	Social Studies	Social Studies
Physical Education	Math	Math
Exploratory Cycle	Science	Science
Music (optional)	Physical Education	Physical Education
	Exploratory Cycle and/or Music	Elective Programs

All students are required to take 12 semester units of classes each year.

6th Grade Program

All 6th grade students will take the following courses:

English and Social Studies Core

Mathematics

Science

Physical Education

Exploratory Cycle (which may include)

- Quest
- Art
- Introduction to Computer Programs/Software and Keyboarding
- Drama
- Sewing/Home Crafts
- Nutrition

Additional enrichment courses may be available (*Based on availability due to funding*):

Concert Band

Concert Choir

Concert Orchestra

Advisory and Sustained Silent Reading will be included in the schedule at all three grade levels.

6th Grade Requirements

Sixth Grade English

One Year Required Course

English is integrated and combined with Social Studies, forming a two-period core block.

The middle grade English program is designed to encourage an appreciation and enjoyment of literature while extending and reinforcing basic skills. This program integrates reading, listening, speaking and writing with language-rich activities.

Literature provides the meaningful context in which students listen, react and interact with the text, both individually or in groups. Literature stimulates dialogue, discussion, presentation, adaptation and other forms of sharing. Literature also provides students with information that requires cognitive thinking and language processing.

The various domains and conventions of writing are used to communicate and to provide a way for sharing important ideas and feelings in response to literature and life experiences. Students learn the writing process using a variety of formats and strategies. Students participate in a writing program that focuses on descriptive, narrative, and expository writing. Correct mechanics will be reinforced by focusing on grammar and spelling.

Students who are GATE-identified as high achievers or intellectually gifted in English will be clustered in specified classes so that they will have the opportunity to work with each other on advanced topics.

+READ for Success (2-Periods Reading/Language Arts Intervention)

Read for Success is based upon *Language!* a state approved intervention program for students scoring below the 40th percentile on the reading portion of the California Standards Test (CST). Students move from phonemic skills through connected text in a logical progression within each lesson and unit. As students move through the program, they develop a full understanding of relationships between and among components of language, becoming fully literate, independently thinking individuals. The curriculum is comprised of three levels and students are placed at the appropriate instructional level based upon an entry assessment. Students move through the instructional levels based upon content mastery tests.

+Intervention classes may be developed for students needing extra assistance in Language Arts and Math. Intervention classes will be offered in lieu of other exploratory classes and may be required for students in danger of retention.

Sixth Grade Social Studies - One Year Required Course

Social Studies is integrated and combined with English, forming a two-period core block.

In social studies, students study people, places and events of the past and explore lessons in geography, history, political science, culture, economics, anthropology, sociology, philosophy and related subjects. Every opportunity is taken to improve reading skills and instruct students in research and study skills directly related to social studies.

WORLD HISTORY - ANCIENT CIVILIZATIONS

The purpose of this course is to learn about the origins and developments of major ancient civilizations from the earliest known people to 500 AD. Students identify and appreciate the significance of geographic locations in the development of a civilization. Students learn basic map and globe skills, become familiar with various land forms and climates, and are introduced to the major political divisions throughout the world. Learning activities include large and small group instruction, discussion of current events, group projects, individual learning activities and a research report. Materials for this course include a basic textbook, supplementary books, videotapes, film clips, maps, globes, earth models, computer software, and interactive websites.

UNITS INCLUDE:

- Early Humans and Societies
- Mesopotamia, Egypt and Kush
- Civilization in India and China
- The Foundation of Western Ideas
- The Roman World
- The Greek World

Sixth Grade Mathematics - One Year Required Course

Mathematics is integrated and combined with Science, forming a two-period core block.

MATHEMATICS 6

Castro Valley Unified School District has developed challenging mathematics standards for all grade levels. These standards adhere to the California Mathematics Framework, the National Council of Teachers of Mathematics Standards, and the State Standards. The Mathematics Standards for Castro Valley middle schools are the following:

- Number Sense
- Algebra and Function
- Measurement and Geometry
- Statistics, Data Analysis and Probability
- Mathematical Reasoning



In addition to reinforcing previous standards, students will communicate their knowledge of mathematics through real life applications. Emphasis is placed on mathematical analysis and an introduction to Algebraic thinking through effective use of a variety of problem-solving strategies. Teaching methodologies include direct instruction, small-group instruction, cooperative learning, the use of manipulatives, long-term investigations, and the use of technology to illustrate mathematical concepts.

ACCELERATED MATHEMATICS 6

Students enrolled in Accelerated Math 6 will be studying the same curriculum and **using the same textbook as students in Math 7**. Topics include integers, using percents, ratio and proportion, probability, algebra, and geometry.

Since students in this course are skipping Math 6, they must be highly motivated and have good work habits to be successful. Students who do not maintain at least a “B” at the end of each quarter will have their mathematics class placement reviewed.

In order to be placed in Algebra in 7th grade, Accelerated Math 6 students will need to either score 4.5 or higher on the placement matrix or between 3.8 - 4.4 with teacher recommendation (see the placement matrix on page 38). Students not meeting either of these criteria will **repeat Math 7 with the same textbook**.

A student in Math 6 still has the same opportunity to take higher level math courses (including Calculus) in high school as a student in Accelerated Math 6 does.

Criteria for placement: Refer to the Accelerated Math 6 Screening Matrix on page 37 of this Program Planning Guide.

Sixth Grade Science - One Year Required Course

Science is integrated and combined with Mathematics, forming a two-period core block.

The middle school science program is a comprehensive program, combining the study of life, earth and physical sciences in a unified approach. In the sixth grade, emphasis is placed on earth science. Students study internal and external forces that are constantly changing the earth's features.

The sixth grade program is an introductory experience in earth science. The basic scientific method is applied to the study of plate tectonics, topography, heat transfer, and flow of energy. These earth science topics correlate directly with state standards. This course supports our environmental science standards and includes a week of outdoor school.

Physical Education

The physical education program at Canyon Middle School is a vigorous and demanding experience designed to enhance a student's strength, endurance, flexibility, coordination, agility, and physical skills. The program is designed to meet the social, emotional, and physical needs of the students through a variety of activities. In conjunction with the physical education activity classes, health related issues are incorporated into the curriculum. Through co-educational classes, students will be exposed to a varied activity program consisting of 3-4 week units of team and individual sports. The curriculum will be centered on some combination of the following activities:

Soccer/Flag Football/Speedball	Softball	Basketball	Physical Fitness/Conditioning
Paddleball/Paddle Tennis	Tennis	Floor Hockey	Exercise to Music/Dance
Volleyball	Ultimate	Team Handball	Circuit Training
Track and Field	Badminton		

Dress requirements

All students will be required to dress each day in P.E. clothes. Although not required, it is strongly recommended that students wear Canyon P.E. school uniforms to help them develop team awareness, pride in our school, cooperation, and a feeling of camaraderie. Each student should wear a Canyon uniform shirt and shorts, identified with the student's name. Students need to provide their own athletic shoes. Sweat clothes are optional wear during inclement or cold weather. P.E. uniforms are available for purchase through the P.E. department (student's P.E. teacher) or during registration. Provisions are made for those students who may need financial assistance.

Parental and medical excuses for temporary limitations due to illness or injury

Students who need to be excused from physical education as a result of a minor injury or illness must bring a note written by a parent on the day the student needs to be excused. The note must contain the date, reason for the limited activity, number of consecutive days that the student needs to be excused, and a parent/guardian signature. ***State regulations require a note from a medical doctor if the extent of the student's injury or illness requires the student to miss more than three consecutive days of activity.*** Students are expected to wear the required physical education uniform and participate to the extent that their limitations allow.

Adaptive Physical Education

Students will be placed in this course by the Special Education Department in order to meet the individual student's special needs. This class is intended for students in the Special Education Program, when appropriate, and is taught by members of the Special Education staff.

Exploratory Cycle+

The Exploratory Cycle is comprised of several classes to expose students to a wide variety of elective choices. The cycle for all sixth grade students may include the following classes: Quest, Art, Computer Skills, Drama, Sewing/Home Crafts, Nutrition, and other introductory subjects.

Quest-Skills for Adolescence

Students will learn how to cope with the challenges of our complex society by developing critical thinking skills, building self-confidence through better communication and improving peer relationships.

Art Basics

Students will be introduced to the fundamentals of art through various mediums. Areas explored include the following: line, shape, color, and systems of drawing. Mediums include pencil and watercolor. Art history is briefly introduced.

Introduction to Computer Graphics and Keyboarding

Students will work with various presentation programs that include computer graphics resources. Students may use the internet as a resource for information as they complete a series of projects involving Apple Works, PowerPoint and Hyperstudio. Students will also participate in a session on keyboarding in order to become more familiar with the keyboard and improve their typing skills.

Drama

Students will explore the elements of theater. Students will participate in script writing, directing and acting in their own theatrical presentations. Students will also observe productions and respond to them using theatrical terminology.

Sewing/Home Crafts

Students will be introduced to basic sewing skills in this course as well as a variety of home crafts such as paper maché. Possible projects may include creating a fabric eyeglass case, felt pillows, and masks.

Nutrition

Students will be introduced to the elements of a healthy lifestyle with the primary emphasis of understanding the nutrients we find in different foods. They will gain knowledge of the function these nutrients/vitamins and minerals have on the body. The main goal is to empower students to make wise and healthy decisions about their daily diet.

+Intervention classes may be developed for students needing extra assistance in Language Arts and Math. Intervention classes will be offered in lieu of other exploratory classes and may be required for students in danger of retention.

Enrichment Courses

(Based on availability due to funding)



Regular attendance for all music classes is required. Music classes for sixth graders are held during “0” period.

Concert Choir

Concert Choir is a class for students who hope to expand their abilities as singers by singing in unison and two part music in a variety of musical styles from classical and folk to pop and rock. Students will learn performance skills, basic music theory and good singing technique. Scheduled performances are a requirement of this class and concert attire will be required for all students. Students may not add this class in the spring semester except by prior approval from the instructor.

***Private lessons are not required, but recommended, for continued success and development on the individual instrument.**

Concert Band*

This course is designed for students who have had at least one year of private or school lessons on one of the following band instruments: flute, clarinet, oboe, bassoon, saxophone, trumpet, trombone, French horn, tuba or percussion. Students may also be placed by interview and audition. The Music Department recognizes that some students may require additional training or would like to change to a different instrument. In order to accommodate these students, we will offer a one day a week remedial class in the first semester only with the requirement that students achieve minimum standards by mid-year in order to continue in the full band which will then begin meeting three days a week instead of two. Private lessons are strongly encouraged for all students. Concert attire is expected for all band members. Scheduled performances are a requirement of this class.

Concert Orchestra*

Students may enroll in this course if they have had a least one year of private or school lessons on a stringed instrument: violin, viola, cello, or string bass. Students may also be placed by interview and audition. The Music Department recognizes that some students may require additional training or would like to change to a different instrument. In order to accommodate these students, we will offer a one day a week remedial class in the first semester only with the requirement that students achieve minimum standards by mid-year in order to continue as part of the full orchestra. The course is designed for intermediate orchestra students who are interested in the rehearsal and performance of orchestral literature. Private lessons are strongly encouraged. Concert attire is required for all string players. Scheduled performances are a requirement of this class.

7th Grade Program

All 7th Grade students will take the following courses*

English	Science
Social Studies	Physical Education
Mathematics	7th Grade Exploratory Cycle or Music*

* All 7th grade students will choose either the Exploratory Cycle, where they will experience five classes, or one of the Music classes (*Based on availability due to funding*) cited below.

Exploratory Cycle

- Computers
- Cultural Awareness
- Exploratory Art
- Creative Design
- Career Exploration

- **OR** - (*Based on availability due to funding*)

Music

- Treble Ensemble
- Choral Ensemble
- Symphonic Band
- Advanced Orchestra
- Jazz Band

Advisory and Sustained Silent Reading will be included in the schedule at all three grade levels.

7th Grade Requirements

English - One Year Required Course

The middle grade English program is designed to encourage an appreciation and enjoyment of literature while extending and reinforcing basic skills. This program integrates reading, listening, speaking and writing with language-rich activities.

Literature provides the meaningful context in which students listen, react and interact with the text, both individually or in groups. Literature stimulates dialogue, discussion, presentation, adaptation and other forms of sharing. Literature also provides students with information which requires cognitive thinking and language processing.

Students will review and expand sentence and paragraph structure using response to literature, personal narrative summaries, and persuasive essays in order to enhance descriptive and expository writing. They will enhance their ability to write multiple paragraphs using narrative, descriptive, and expository writing. Students will learn to write correctly by studying grammar, mechanics, and spelling and will apply the knowledge of these conventions in their writing. Personal experiences are reflected in writing selections and responses to literature. Students will be expected to become more proficient readers by focusing on vocabulary, comprehension, and critical-thinking skills when reading from a literature-based program. Selected core works of literature will be read by all students, with students doing independent and extended reading appropriate to their interests and reading levels. Study skills and oral communications will be integrated into the course. At least one long-term project will be completed.

Students who are GATE-identified as high achievers or intellectually gifted in English will be clustered in specified classes so that they will have the opportunity to work with each other on advanced topics.

+READ for Success

Read for Success is based upon *Language!* a state approved intervention program for students scoring below the 40th percentile on the reading portion of the California Standards Test (CST). Students move from phonemic skills through connected text in a logical progression within each lesson and unit. As students move through the program, they develop a full understanding of relationships between and among components of language, becoming fully literate, independently thinking individuals. The curriculum is comprised of three levels and students are placed at the appropriate instructional level based upon an entry assessment and move through the instructional levels based upon content mastery tests.

Social Studies - One Year Required Course

In social studies, students study people, places and events of the past and explore lessons in geography, history, political science, economics, anthropology, psychology, sociology, philosophy and related subjects. Every opportunity is taken to improve reading skills and instruct students in research and study skills directly related to social studies.

WORLD HISTORY - MEDIEVAL AND EARLY MODERN TIMES

This course surveys world history and geography with an examination of social, cultural and technological changes that occurred in Europe, Africa, Asia, Central and South America from AD 500 - 1789. The introductory unit begins with a study of the ways archaeologists and historians uncover the past. The class is designed to develop an awareness of human heritage and an appreciation of the contributions of people from various cultures. Students participate in individual activities, cooperative learning activities, learning games, discussions and simulations, vocabulary work, quizzes, study assignments, tests and projects. Instructional tools include textbooks, placards, slides, videotapes, DVD's, maps and computer software.

Units Include:

- Links to the Ancient World
- Ancient Rome
- The Growth of Islam
- Sub-Saharan Africa
- Asian Civilizations
- Medieval Societies
- Europe 1300 – 1600/Renaissance/Reformation
- Civilizations of the Americas
- Europe 1600 – 1789 Enlightenment/Explorer



Seventh Grade Mathematics - One Year Required Course

MATHEMATICS 7

Castro Valley Unified School District has developed challenging mathematics standards for all grade levels. These standards adhere to the California Mathematics Framework, the National Council of Teachers of Mathematics Standards, and the State Standards. The Mathematics Standards for Castro Valley middle schools are the following:



- Number Sense
- Algebra and Function
- Measurement and Geometry
- Statistics, Data Analysis and Probability
- Mathematical Reasoning

In addition to learning and reinforcing basic skills, students are encouraged to communicate their knowledge of mathematics through applications to real world problems. Emphasis is placed on mathematical analysis and effective use of a variety of problem-solving strategies. Teaching methodologies include direct instruction, small-group instruction, cooperative learning, the use of manipulatives, long-term investigations, and the use of technology to illustrate mathematical concepts.

ALGEBRA 1

Canyon Middle School students have the opportunity to begin meeting university entrance requirements by enrolling in Algebra 1. Students will be expected to have mastered the basic operations of whole numbers, integers, fractions, and decimals along with the mastery of solving multi-step equations, including use of the distributive property. Students must possess competent organizational skills and complete daily homework assignments.

Standards in Algebra 1 include: working with signed numbers; algebraic expressions; polynomials; solving linear, rational, and quadratic equations; using ratios, proportions, and algebraic concepts to solve real problems; solving systems of equations; solving inequalities; graphing; and simplifying radicals. If a student receives below a "B" for a semester grade, the middle school requires that the student repeat the course in 8th Grade. Also see criteria for placement into Geometry.

Criteria for placement: Students who meet the Algebra Screening Matrix requirements may be placed into 7th grade Algebra 1. Refer to the Algebra Screening Matrix (page 39) in this Program Planning Guide.

Science

The middle school science program is a comprehensive program, addressing the study of life, earth, and physical science in a unified approach. In the seventh grade the emphasis is on life science. Students learn about the inter-relationship of living and non-living systems. They will learn how energy is cycled through these systems and how living things and their environments are co-dependent.

Seventh grade students will begin a comprehensive biological science program including topics in lab safety, the scientific method, tools of science, measurement, characteristics of living things, genetics, cells, evolution, human systems, plant and animal classification, and ecology. Students will have opportunities to use and understand basic scientific equipment, problem solve, develop hypotheses, gather and record data, utilize observation skills, draw conclusions from data, be exposed to learning from various technologies, and maintain an organized notebook. Curriculum will be delivered in an inquiry-based, hands-on environment.



Physical Education

The physical education program at Canyon Middle School is a vigorous and demanding experience designed to enhance a student's strength, endurance, flexibility, coordination, agility, and physical skills. The program is designed to meet the social, emotional, and physical needs of the students through a variety of activities. In conjunction with the physical education activity classes, health related issues are incorporated into the curriculum. Through coeducational classes, students will be exposed to a varied activity program consisting of 3-4 week units of team and individual sports. The curriculum will be centered on some combination of the following activities:

Soccer/Flag Football/Speedball
Paddleball/Paddle Tennis
Volleyball

Softball
Tennis
Floor Hockey

Physical Fitness/Conditioning
Ultimate
Team Handball

Track and Field
Badminton
Circuit Training

Basketball
Exercise to Music/Dance

Dress requirements

All students will be required to dress each day in P.E. clothes. Although not required, it is strongly recommended that students wear Canyon P.E. school uniforms to help them develop team awareness, pride in our school, cooperation, and a feeling of camaraderie. Each student should wear a Canyon uniform shirt and shorts, identified with the student's name. Students need to provide their own athletic shoes. Sweat clothes are optional wear during inclement or cold weather. P.E. uniforms are available for purchase through the P.E. department (student's P.E. teacher) or during registration. Provisions are made for those students who may need financial assistance.

Parental and medical excuses for temporary limitations due to illness or injury:

Students who need to be excused from physical education as a result of a minor injury or illness must bring a note written by a parent on the day the student needs to be excused. The note must contain the date, reason for the limited activity, number of consecutive days that the student needs to be excused, and a parent/guardian signature. **State regulations require a note from a medical doctor if the extent of the student's injury or illness requires the student to miss more than three consecutive days of activity.** Students are expected to wear the required physical education uniform and participate to the extent that their limitations allow.

Adaptive Physical Education

In this course, students will be placed through the Special Education Department to meet the individual student's special needs. This class is intended for students in the Special Education Program, when appropriate, and is taught by members of the Special Education staff.

7th Grade Exploratory Cycle

Students will experience five classes on a 7 or 8 week basis.

Exploratory Cycle

- Computers
 - Exploratory Art
 - Creative Design
 - Career Exploration
 - Cultural Awareness
- **OR** - *(Based on availability due to funding)*

Students may elect one of the following year-long music classes.

Music

- Treble Choir
- Choral Ensemble
- Symphonic Band
- Advanced Orchestra
- Jazz Band

7th Grade Exploratory/Music



Computer Education

Students will have "hands-on" experience in a wide range of computer activities. Skills in the areas of topics of study will include basic computer operations, keyboarding, word processing, Internet search skills, and multimedia.

Exploratory Art

This class introduces the students to the basic skills of painting and drawing. Students will be using felt tip pens, tempera paints, and pencil. They will learn the color theory and produce a landscape painting.

Creative Design

This one-quarter class introduces students to the problem solving process through a series of short and long-term design problems. These design problems will introduce students to the fields of Engineering, Architecture, Product Design and Drafting. Projects include a group Modular design problem, a Structural CD vehicle design problem and a Dream House Architectural design problem.

Cultural Awareness

Students will be introduced to the basics of the Spanish Language and Culture. Students will engage in activities that include basic conversation, geography, and art activities centered on Spanish speaking communities.

Career Exploration

Students will explore career options and complete a EUREKA Career Interest profile. Activities will include guest speakers, career projects, writing a personal resume, exploring post-secondary educational options, and completing a community service project.

+Intervention classes may be developed for students needing extra assistance in Language Arts and Math. Intervention classes may be offered in lieu of other exploratory classes and may be required for students in danger of retention.

+READ for Success *(also listed under 7th Grade English)*

Read for Success is based upon *Language!* a state approved intervention program for students scoring below the 40th percentile on the reading portion of the California Standards Test (CST). Students move from phonemic skills through connected text in a logical progression within each lesson and unit. As students move through the program, they develop a full understanding of relationships between and among components of language, becoming fully literate, independently thinking individuals. The curriculum is comprised of three levels and students are placed at the appropriate instructional level based upon an entry assessment and move through the instructional levels based upon content mastery tests.

All music courses are year-long *(Based on availability due to funding)*

Treble Choir

Treble Choir is a class that is open to seventh and eighth grade students who sing in the soprano or alto range. Students must have previous singing experience and possess basic musical skills. Membership is determined by audition, a "B" grade or higher in 6th grade choir, and/or teacher approval. The choir performs in a variety of musical styles (classical, pop, show tunes, folk, rock, etc.) in two or three part harmony. In addition, students learn basic music theory, singing technique and performance practice. Treble Choir is a performing group and attendance at all rehearsals and performances is required. Students may not add this class spring semester except by prior approval of the instructor. Appropriate concert dress will be required.

Choral Ensemble

Choral Ensemble is a mixed choir open to students who have more advanced experience in singing, sight-reading and performance. Membership is determined by audition and/or teacher approval. This choir performs in a variety of musical styles ranging from classical and folk to show and pop. In addition the curriculum includes music theory, history, singing technique and performance practice. Students develop an understanding of the skills and personal responsibility that are part of working together as a performing group. Performances are an essential part of the class, and are required. Students may not add this class spring semester except by prior approval of the instructor. Appropriate concert attire will be expected.

***Private lessons are not required, but recommended, for continued success and development on the individual instrument.**

***Symphonic Band**

This course is open to all 7th and 8th grade students who have completed a minimum of 2 years instruction on a brass, woodwind or percussion instrument. The band performs a variety of music including classical, jazz, pop and standard concert literature for bands. While the band is required and expected to perform in concerts and assembly events, the primary function of the group is to provide a sound musical education for its members. Our curriculum covers everything from working together as a communicating organization, to music theory, history, personal values, campus and personal discipline and preparation for careers and adult life. Students may repeat this course for credit two years. Consult instructor prior to enrolling.

***Advanced String Orchestra** is an elective for string players in the Visual and Performing Arts Department at Canyon Middle School. This course is open to all 7th and 8th grade string musicians who have completed at least two years of playing experience/ instruction on violin, viola, cello, or string bass. Students proficient on the piano may audition for the piano position. The primary function of this performing arts course is to provide a well-rounded musical education in a large group setting. The middle school music curriculum helps develop better communication skills, music theory and history knowledge, and personal values including personal discipline and responsibility. The students will develop orchestra ensemble etiquette and group, campus and personal pride as well as skills needed in preparation for careers and adult life. Students are required to commit to a regular and consistent practice routine at home and are expected to attend all performances throughout the school year (a minimum of twice a year in concerts and music festival and/or tours). Students/parents will be asked to provide appropriate concert attire for all performances. Students may repeat this course for two years for credit. Consult instructor prior to enrollment for playing audition requirements.

***Jazz Band**

Jazz Band is open to highly motivated 7th and 8th graders who seek additional musical opportunities and a greater challenge. Two years of prior study on a Jazz instrument are required, as are auditions for the limited seating. The class meets three times per week, is fully credited (3 units) and graded. The purpose of this class is to ground students in the basic elements of Jazz and to enable them to perform, listen to and enjoy the many facets of Jazz music.

8th Grade Program

All 8th grade students will take the following courses:

English

Social Studies

Mathematics

Science

Physical Education

Electives

(+Music elective courses - Based on availability due to funding)

All students will be required to take two semesters of electives or a one-year course from the following: (Students taking a one-year music course may sign up for one semester elective course offered during "0" period).

<u>Semester</u>	<u>Year</u>
Drawing and Painting	+Treble Choir
Advanced Computers	+Choral Ensemble
Drama	+Symphonic Band
Leadership	+Advanced Orchestra
School Service	*Spanish 1-2
Wood Technology	+Jazz Band
Video Journalism	A.V.I.D.
Advanced Creative Design	

* "0" period offerings

+ *Based on availability due to funding*

Advisory and Sustained Silent Reading will be included in the schedule at all three grade levels

8th Grade Requirements

English - One Year Required Course

The middle grade English program is designed to encourage an appreciation and enjoyment of literature while extending and reinforcing basic skills. This program integrates reading, listening, speaking and writing with language-rich activities.

Literature provides the meaningful context in which students listen, react and interact with the text, both individually or in groups. Literature stimulates dialogue, discussion, presentation, adaptation and other forms of sharing. Literature also provides students with information, which requires cognitive thinking and language processing.

The various domains and conventions of writing are used to communicate and to provide a way for sharing important ideas and feelings in response to literature and life experiences. Students learn the writing process using a variety of formats and strategies that focus on descriptive, narrative, and expository writing.

Students will be expected to acquire a variety of writing styles such as persuasive, response to literature, and evaluative essays. The conventions of grammar and spelling will continue to be emphasized in order for students to achieve mechanically correct writing. Students will be expected to become more proficient readers by focusing on critical-thinking skills, while reading a variety of works from a literature-based program and student-selected stories. At least one long-term project will be completed. Study skills and oral communications will be integrated into the program.

Students who are GATE-identified as high achievers or intellectually gifted in English will be clustered in specified classes so that they will have the opportunity to work with each other on advanced topics.

Social Studies - One Year Required Course

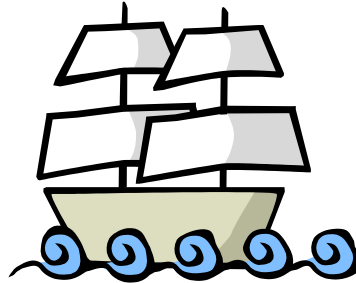
In social studies, students study people, places and events of the past and explore lessons in geography, history, political science, economics, anthropology, psychology, sociology, philosophy and related subjects. Every opportunity is taken to improve reading skills and instruct students in research and study skills directly related to social studies.

UNITED STATES HISTORY

This course focuses on the critical events of the period from colonial times to the Industrial Revolution. The content includes both domestic history and an introduction to foreign policy. An emphasis will be placed on developing an understanding of basic social studies concepts and skills. Students will study the development of American society and American values and will examine in detail the main conflicts and events which have impacted our nations: The Revolutionary War, The Constitution, The Bill of Rights, Indian Relations, Westward Expansion, Civil War, and Reconstruction. Students will be introduced to the principles and organization of American government. Current events will also be integrated into the course. Students will participate in individual activities, cooperative learning activities, vocabulary work, discussions, simulations, quizzes, study assignments, tests and projects.

Units include:

- ◆ Colonial Heritage
- ◆ A New Nation
- ◆ The New Republic
- ◆ The Nation Expands
- ◆ The Nation Breaks Apart
- ◆ A Growing America



Mathematics - One Year Required Course

MATHEMATICS 8

There are three mathematics courses offered in the eighth grade: Algebra Readiness, Algebra 1, and Geometry.

Teaching methodologies for all classes include direct instruction, small-group instruction, cooperative learning, manipulatives, and technology to illustrate mathematical concepts.

ALGEBRA READINESS

Castro Valley Unified School District has developed challenging mathematics standards for all grade levels. Algebra Readiness will prepare students by providing a bridge between arithmetic and algebra and developing the students' mathematical abilities. In addition to teaching and reinforcing basic skills, students are encouraged to communicate their knowledge of mathematics through applications to real world problems. Emphasis is placed on mathematical analysis and effective use of a variety of problem-solving strategies. Essential skills for success in Algebra 1 will be emphasized. **Criteria for placement:** Refer to the Algebra Screening Matrix in the Program Planning Guide.

ALGEBRA 1

Canyon Middle School students have the opportunity to begin meeting university entrance requirements by enrolling in Algebra 1. Students will be expected to have mastered the basic operations of whole numbers, integers, fractions, and decimals along with the mastery of solving multi-step equations, including use of the distributive property. Students must possess competent organizational skills and complete daily homework assignments.

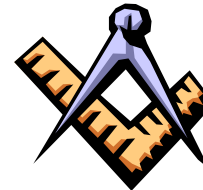
Algebra 1 standards include: working with signed numbers; algebraic expressions; polynomials; solving linear, rational, and quadratic equations; using ratios, proportions, and algebraic concepts to solve real problems; solving systems of equations; solving inequalities; graphing; and simplifying radicals. If a student receives a "D+" or lower for a semester grade, the high school requires that the student repeat the course at the high school. **Criteria for placement:** Refer to the Algebra Screening Matrix in the Program Planning Guide.

GEOMETRY (ACCELERATED PROGRAM)

Canyon Middle School students who are advanced in Algebra 1 have the opportunity to begin meeting university entrance requirements by enrolling in Geometry. Geometry concepts are introduced visually, inductively, and deductively. Students actively participate in constructions, investigations, and writing of definitions. Through these inductive processes, students discover both properties of geometric figures and their interrelationships.

Criteria for placement:

- Grade of "B" or better in Algebra 1 to enter Geometry
- A score of 70% or better on the Algebra final
- A score of 70% or better on the Algebra Diagnostic Test



Science - One Year Required Course



The middle school science program is a comprehensive program, combining the study of life, earth and physical sciences in a unified approach. In the eighth grade, emphasis is placed on physical science. Students study motion and the forces causing motion; structure of matter and development of periodic table; chemical and physical changes; and the structure and composition of the universe. Hands-on curriculum will be delivered in an inquiry-based environment.

Students will develop skills in scientific methods and investigation. They will have opportunities to use and understand basic scientific equipment, problem-solve, develop hypotheses, gather and record data, utilize observational skills, draw conclusions from data, and be exposed to learning from various technologies.

Physical Education

The physical education program at Canyon Middle School is a vigorous and demanding experience designed to enhance a student's strength, endurance, flexibility, coordination, agility, and physical skills. The program is designed to meet the social, emotional, and physical needs of the students through a variety of activities. In conjunction with the physical education activity classes, health related issues are incorporated into the curriculum. Through coeducational classes, students will be exposed to a varied activity program consisting of 3-4 week units of team and individual sports.

The curriculum will be centered on some combination of the following activities:

Soccer/Flag Football/Speedball	Softball	Paddleball/Paddle Tennis
Tennis	Volleyball	Dance
Track and Field	Badminton	Basketball
Exercise to Music	Physical Fitness/Conditioning	Team Handball
Floor Hockey	Circuit Training	Ultimate

Dress requirements:

All students will be required to dress each day in P.E. clothes. Although not required, it is strongly recommended that students wear Canyon P.E. school uniforms to help them develop team awareness, pride in our school, cooperation, and a feeling of camaraderie. Each student should wear a Canyon uniform shirt and shorts, identified with the student's name. Students need to provide their own athletic shoes. Sweat clothes are optional wear during inclement or cold weather. P.E. uniforms are available for purchase through the P.E. department (student's P.E. teacher) or during registration. Provisions are made for those students who may need financial assistance.

Parental and medical excuses for temporary limitations due to illness or injury:

Students who need to be excused from physical education as a result of a minor injury or illness must bring a note written by a parent on the day the student needs to be excused. The note must contain the date, reason for the limited activity, number of consecutive days that the student needs to be excused, and a parent/guardian signature. ***State regulations require a note from a medical doctor if the extent of the student's injury or illness requires the student to miss more than three consecutive days of activity.*** Students are expected to wear the required physical education uniform and participate to the extent that their limitations allow.

Adaptive Physical Education

Students will be placed through the Special Education Department to meet the individual student's special needs. This class is intended for students in the Special Education Program, when appropriate, and is taught by members of the Special Education staff.

8th Grade Electives



Semester

Drawing and Painting
Advanced Computers
Drama
Leadership
School Service
Wood Technology
Video Journalism

Year

+Treble Choir
+Choral Ensemble
+Symphonic Band
+Advanced Orchestra
*Spanish 1-2
+Jazz Band
A.V.I.D.

* Electives offered during “0” period.

+ *Based on availability due to funding.*

All students will be required to take two semesters of electives or a one-year course from the following: (Students taking a one-year music course may sign up for one semester elective course offered during “O” period).

Note: Courses for which there are insufficient sign-ups will not be taught.

Intervention classes may be developed for students needing extra assistance in Language Arts and Math. Booster classes may be offered in lieu of other exploratory classes and may be required for students in danger of retention.

ELECTIVES

Advanced Computers (semester course)

This one semester course is open to all eighth graders. Students will get expanded experience building from their 6th and 7th Grade Exploratory computer courses in a variety of computer applications. Topics of study will include keyboarding, word processing and desktop publishing, database and spreadsheet, and multimedia. Internet skills will include tools such as Netscape Navigator, Internet Explorer, and Safari to advance students’ search skills and research; students will explore the iMac tools iPhoto, iTunes, and iMovie.

Drawing and Painting (semester course)

Students will be working from nature, models, books, and still life, using mediums such as tempera paint, watercolor, colored pencils, pastel, pencil, and pen and ink. This course is designed for both the experienced and inexperienced art student.

Drama (semester course)

In this Beginning Drama course, students will participate in an elementary survey of the theater and other fine arts. Introductions to elementary theater/film/television history, pantomime, improvisation, memorization, acting, critical evaluation, and various other aspects of fine arts are included. Students can, through performance, develop qualities of constructive criticism, self-awareness, self-expression, and self-confidence. Students will produce plays and skits for audiences of their classmates and peers. An evening performance is planned for the end of the semester in which all students will participate.

Leadership (semester course)

Leadership is a course for students who wish to make a constructive difference in students' lives at Canyon. They should be responsible "self-starters", with a desire to be involved in student activities, government, and school/community service. There are several occasions when a time commitment after school is required. In this semester-long course, the students will work in teams on group projects involving publicity, advisory, newspaper, spirit/pride, Renaissance events, and lunchtime games. Additional course work will include strengthening of organizational, speaking, and leadership skills.

Criteria: An application with teacher recommendations and Assistant Principal or counselor signature is required.

School Service (semester course)

Students will have a variety of opportunities to expand their sense of responsibility, creativity, job skills, problem solving activities, and the ability to deal with people. They are assigned to various settings on campus, primarily classrooms and offices. The supervision is done by teachers, counselors, library assistants, and clerical staff. Much of what the students do daily is applicable to future job situations.

Criteria: Excellent attendance, good grades, completion of the application form, approval of a staff member, and counselor signature.

Spanish 1 (year course)

This is a full-year, college prep course equal to Spanish 1 at Castro Valley High School. Students will develop proficiency in listening, speaking, reading, and writing, as well as an appreciation and understanding of Spanish speaking culture through readings, music, rhyme, and video. Grammar and sentence structure will be included. The overall approach is one that includes comprehensive communicative activities. Daily study and homework assignments are expected. Individual, group, and paired activities, projects, and tests should be anticipated. Upon successful completion of this course with an "A" or "B" semester grade, and based on teacher recommendation, students may advance to Spanish 2 when entering high school.

Criteria: *Students must have a "C" or higher in 7th grade English and the recommendation of their English teacher in order to enroll in this high school level course.*

Strongly Recommended: *A "B" or higher in English, an excellent attendance record, strong English language skills, and good study skills.*

Video Journalism (semester course)

The Video Journalism course will offer students the opportunity to develop skills in video production. Students will learn skills essential to video production including script writing, editing, news casting, event documentation, and interviewing. Students will film and broadcast newscasts, sports events, special activities, as well as local, state, and national news events into classrooms. Students will combine all of these skills into a culminating production.

Wood Technology (semester course)

This one-semester woodworking course introduces students to the safe use of hand and machine tools. Students will learn proper planning, gluing, machining and finishing techniques. Required projects include a Standing Map Project of a US state or country of the student's origin and a Symbol Design. After the required projects, students may make approved projects of their own choice.



Advanced Creative Design (semester course)

This one-semester class reintroduces students to the problem solving process through a series of short and long-term design problems. These design problems will introduce students to the fields of Engineering, Architecture, Product Design and Drafting. Projects include a vehicle design, an aircraft design, a catapult design, and a wooden architectural model, as well as others. This course will also introduce students to the safe use of a variety of hand and machine tools in a shop environment.

A.V.I.D. (Advancement Via Individual Determination) (year course)

A.V.I.D. is a program designed to prepare students in the middle (G.P.A. between 2.0 and 3.5) to succeed in a college preparatory path for admission to four-year colleges and universities. The objectives of A.V.I.D. include increasing the participants' levels of career awareness, giving students college-level entry skills, and increasing the "coping skills" of program participants. It is a one year course and requires students to go through an application/selection process.

+Intervention classes may be developed for students who need extra assistance in English and Mathematics. These classes may be offered as part of the Elective Classes and will be required for students who are not meeting standards.

+READ for Success

Read for Success is based upon *Language!*, a state approved intervention program for students scoring below the 40th percentile on the reading portion of the California Standards Test (CST). Students move from phonemic skills through connected text in a logical progression within each lesson and unit. As students move through the program, they develop a full understanding of relationships between and among components of language, becoming fully literate, independently thinking individuals. The curriculum is comprised of three levels and students are placed at the appropriate instructional level based upon an entry assessment and move through the instructional levels based upon content mastery tests.

Music - All music courses are year-long *(Based on availability due to funding)*



Treble Choir

Treble Choir is a choral ensemble open to seventh and eighth grade students who sing in the soprano or alto range. Students must have previous singing experience and possess basic musical skills. The choir performs in a variety of musical styles (classical, pop, show tunes, folk, rock, etc.) in two or three part harmony. Treble Choir a performing group and attendance at all rehearsals and performances is required. Membership in treble choir is determined by audition, a "B" grade or higher in 6th grade choir, and/or teacher approval. Students may not add this class spring semester except by prior approval of the instructor. Appropriate concert dress will also be expected.

Choral Ensemble

Choral Ensemble is a mixed choir open to students who have more advanced experience in singing, sight-reading and performance. This choir travels frequently and performs in a variety of musical styles ranging from classical to rock. Because it is a performing group, attendance at all rehearsals and performances is required. Membership in the mixed choir is determined by audition and/or teacher approval. Students may not add this class spring semester except by prior approval of the instructor. Appropriate concert attire will be expected.

****Private lessons are not required, but recommended, for continued success and development on the individual instrument.***

***Symphonic Band**

This course is open to all 7th and 8th grade students who have completed a minimum of 2 years instruction on a brass, woodwind or percussion instrument. The band performs a variety of music including classical, jazz, pop and standard concert literature for bands. While the band is required and expected to perform in concerts and assembly events, the primary function of the group is to provide a sound musical education for its members. Our curriculum covers everything from working together as a communicating organization, to music theory, history, personal values, campus and personal discipline and preparation for careers and adult life. Students may repeat this course for credit two years. Consult instructor prior to enrolling.

***Advanced String Orchestra** is an elective for string players in the Visual and Performing Arts Department at Canyon Middle School. This course is open to all 7th and 8th grade string musicians who have completed at least two years of playing experience/ instruction on violin, viola, cello, or string bass. Students proficient on the piano may audition for the piano position. The primary function of this performing arts course is to provide a well-rounded musical education in a large group setting. The middle school music curriculum helps develop better communication skills, music theory and history knowledge, and personal values including personal discipline and responsibility. The students will develop orchestra ensemble etiquette and group, campus and personal pride as well as skills needed in preparation for careers and adult life. Students are required to commit to a regular and consistent practice routine at home and are expected to attend all performances throughout the school year (a minimum of twice a year in concerts and music festival and/or tours). Students/parents will be asked to provide appropriate concert attire for all performances. Students may repeat this course for two years for credit. Consult instructor prior to enrollment for playing audition requirements.

***Jazz Band**

Jazz Ensemble is open to highly motivated 7th and 8th graders who seek additional musical opportunities and a greater challenge. Two years of prior study on a Jazz instrument are required, as are auditions for the limited seating. The class meets three times per week, if fully credited (3 units) and graded. The purpose of this class is to ground students in the basic elements of Jazz and to enable them to perform, listen to and enjoy the many facets of Jazz music.

Special Education

Special Education classes are designed for students with exceptional needs. Consideration for placement in these classes is by referral, assessment, and eligibility criteria. In compliance with state and federal laws and regulations, student placement in a program is determined by the Individual Education Program Team, which includes, but is not limited to, the parent of the student, a special education teacher, administrative designee, student, and/or appropriate support personnel (i.e. nurse, counselor, speech and language therapist). These classes are open to sixth, seventh, and eighth graders. Students receive credit for these classes comparable to credit received in the general education program.

Resource Specialist Program - RSP

RSP provides for specialized instruction designed to remediate specific skill deficiencies and enable the student to participate effectively in the regular school program. Each student has an Individual Educational Program (IEP) determined by his/her individual needs and abilities. The amount of time in the resource room is determined at an IEP meeting. This program includes support to, and consultation with, the general education program.

Special Day Class – SDC Mild Moderate

As in the Resource Specialist Program, classes are designed to serve students whose combination of educational needs requires specialized instruction, but for a majority of their school day.

Visually Disabled/Impaired/Blind and Low Vision

Assistance is given to eligible students in acquiring skills related to their special needs, such as, but not limited to, typing, Braille slate, listening and use of magnifiers, and use of a large print and talking computer. Enrollment is by approval of the Individual Education Planning Team. This program is served by a teacher for the visually impaired, mobility instructor, and a transcriber.

Designated Instructional Services

These services are provided to students who may or may not be placed in any other special education program and may consist of, but are not limited to, the following: speech and language therapy, mobility instruction, counseling, and adaptive physical education. Provision of these services is by approval of the Individual Education Program Team.

Special Day Class – Moderate Severe

The SDC-Moderate Severe program provides instruction for students with developmental delays. Critical skills are taught within functional activities as mandated by the IEP objectives and the description of the program. These activities take place both on and off the school campus. The critical skills are taught in four basic areas or domains: domestic, vocational, community, and recreation/leisure. This program provides field based learning experiences where academic skills are taught within the functional activities. The IEP objectives dictate the types of activities in which student will be involved. Some examples of the activities are service jobs, shopping, and working in the community.

Support Programs

Advisory

The Advisory Program provides smaller group situations for the purpose of collecting and distributing information, communicating between school and home, discussing and understanding school policies, and monitoring students' academic progress. Advisory starts each morning at 8:50 am with a daily broadcast created by the Video Journalism class.

English Language Development (ELD)

Students are placed into one of the two program levels by the results of the Language Assessment Survey.

Beginning English Language Development

This course is for English Language Learners (ELL) at the beginning and early intermediate literacy levels. Students begin by developing basic interpersonal communication skills. They develop English vocabulary, from basic daily words, to some academic language. The class is designed around one theme a week where students are exposed to the vocabulary necessary to communicate about that theme orally and through guided writing. Students also respond to short comprehensible readings both orally and in writing.

Intermediate/Advanced English Language Development

This course is for English Language Learners (ELL) at the intermediate, advanced intermediate and advanced literacy levels. Students will have developed basic interpersonal communication skills and be moving toward cognitive academic language proficiency. They continue to build English vocabulary moving toward developing academic language. Students work on developing reading, writing and speaking and listening skills appropriate to their grade level. Students are provided opportunities to explore comprehensible text, through literature and content area reading.

Renaissance Program

Renaissance is the name we have given to Canyon's academic achievement program. By earning and keeping good grades (no "F" grades), avoiding attendance problems (no more than three unexcused tardies/quarter, no unexcused absences) and by receiving no discipline referrals or "U" citizenship grades, students will be eligible for Renaissance reward stickers. Stickers will be awarded at the end of each quarter. These stickers will enable students to receive free gifts or discounts at businesses throughout our community, attend special school assemblies, and receive free/reduced admission to after school events.

Gold sticker status: Earn a 3.5-4.0 GPA Silver sticker status: Earn a 3.0-3.4 GPA White sticker status: Earn a 0.3 GPA improvement

Honor students are not the only ones rewarded by the Renaissance Program. The goal is to improve student performance at all levels. The failing student who raises his grade to a "D" is just as important to Renaissance as a "B" student whose grades become "A's". Renaissance rewards improvement, effort, and individual responsibility.

California Junior Scholarship Federation

The California Junior Scholarship Federation is a statewide organization that was founded in 1967 for the purpose of fostering high standards of scholarship, service and citizenship in the junior high school grades. CJSF emphasizes service to the school and the community while creating pride in scholastic achievement. Its motto is "Scholarship for Service." To become a member of CJSF, students must receive specific number of points in academic classes. CJSF is open only to 7th and 8th graders; seventh graders may join after the end of the first semester. CJSF students have been involved in a number of community service activities and qualified for regional, state and national scholarships. Mr. Ferman, counselor, is the CJSF advisor.

Academic Support Programs

Canyon offers many support services including groups for students not achieving academic success, facilitated by the counseling staff. Cross-age tutoring is also offered, as well as Math Tutoring Workshop before and after school. Student Study Teams at each grade level recommend many interventions for "at risk" students. Special grants fund support for the following: Counseling by outside agencies, after-school academic tutoring and parent workshops (PTA). All students benefit from Student of the Quarter and the Renaissance Program.

RSP and SDC Students (including any SDC students served more than 50% in regular class):

Special Education students are mainstreamed per IEP's. The resource teacher and aides may work with special education students in the regular classroom. Each special education teacher is assigned to a school team to further promote inclusion in the regular program. Programs include RSP, VI, SDC-SH, and SDC-LH.

GATE Students

Accelerated Math is offered at all three grade levels. Other accelerated classes include Algebra at the 8th grade level, and an Advanced Computer class. Geometry is offered to 8th grade students who qualify. In addition, the music department offers classes for the musically talented. Instruction is differentiated in required courses to meet the needs of gifted and talented students.

Career and Vocational Preparation

Connecting schoolwork to the work world is emphasized by having speakers from various career fields visit the school and interact with students. Career surveys are implemented to help students focus on careers of interest to them. All students participate in at least one service learning project. The library has purchased many new books depicting role models in new and exciting careers.

Math Tutoring

Students having difficulty in mathematics are encouraged to participate in the Math Tutoring Program offered immediately after school for 7th/8th grade students and before school for 6th grade students. Scheduled teachers from the math department provide assistance to individuals or small groups at each grade level.

Canyon Academy Program

The Castro Valley Unified School District recognizes that low performance in academic subjects during the sixth, seventh and eighth grades can have serious detrimental effects on academic performance in High School. This low performance along with attendance and behavior problems that can develop may contribute to students losing interest and dropping out of school. In order to provide special attention at this critical time, the governing Board offers an Academy Program that may be the appropriate intervention needed by some students in order for them to become successful in school. The goal of the Academy Program is to offer students the chance to improve academically to grade level standards, as well as to improve self-image, acquire better skills for scholastic success, and to assume an increased ability to accept responsibility for their own learning and behavior. Built into the Academy Program are structured weekly meetings with the school's counselors that cover the topics of: Careers, Organizational skills, Character Education, Life Coping skills and School Success.

The Canyon Academy Program is housed on the Canyon campus and serves Canyon Middle School. It provides a supportive environment with elements of specialized curriculum, instruction, guidance and counseling, and tutorial assistance to improve attendance and/or behavioral problems. The Curriculum is part of regular educational program and centers on individualized instruction in small group settings, collaborative assignments for group problem solving, individual practice writing and reading skill activities. Major emphasis is placed on teaching the students to become responsible for themselves and accountable for their actions. Students are evaluated informally on a weekly basis and formally during report card periods.

CV CAN

Canyon Middle School was given money by the state of California to establish after-school programs at Canyon that will help students achieve success in their lives. Partnerships and organizations have been created through CV CAN to provide a variety of resources from counseling, prevention education, to after-school recreational activities. The CV CAN staff coordinates these services so that students have a safe place to learn about themselves and others, meet new friends, while learning and having fun doing it.

Guidance and Counseling

The purpose of the guidance and counseling program at Canyon Middle School is to help each unique individual achieve self-direction, self-insight, and maximum development of his/her abilities. All students receive guidance; counseling is provided to those in need. The program is designed to facilitate the student's personal, social, physical, emotional, and academic development.

The guidance curriculum consists of structured experiences presented systematically through classroom and group activities. The purpose of the guidance curriculum is to provide students with knowledge of normal growth and development, to promote positive mental and physical health, and to assist students to acquire and use life skills. Some of the programs that counselors offer are:

- **Guidance**

Counselors provide guidance to all students through small group and classroom presentations. These activities include topics such as motivation, goal-setting, school-to-work, improved school performance, friendships, welcoming new students and current classroom or school issues.

- **Greeters**
Students entering during the school year are met by a student Greeter who is a member of their grade. Greeters are trained to meet and help new students during their first days at Canyon.
- **Tutoring Programs**
Tutoring programs may include on-campus tutoring, peer tutors, and tutoring referrals.
- **Group Workshops**
Groups are organized around a variety of topics including ethnic understanding, conflict management, self-esteem, communication and study skills.
- **Parenting Workshops**
Parenting workshops are offered in the evening to enhance the skills of Canyon parents while promoting confidence and success in the students.
- **Study Skills Classes**
Workshops are conducted to help students learn organizational skills and good study habits.
- **Career Education**
Many students participate in age appropriate career education activities that counselors facilitate both in the classroom and individually.

Counselors conduct individual planning activities that help students to plan, monitor, and manage their own learning and their personal, educational, and career development.

In addition, Canyon counselors provide activities to meet immediate needs and concerns of students. Some of the concerns counselors are available to discuss include:

- **Academic failure**
Counselors review the student's progress with both the student and the parent(s). Using the input from teachers, an individual plan is developed for each student such as a study plan, tutoring, or other possible interventions. Class changes and extra help can be a part of this intervention.
- **Divorce/single parent**
Divorce is difficult for teens and many need to talk through some of their frustrations. Counselors provide a support for families in transition.
- **Grief/loss**
At a school the size of Canyon, students will suffer losses throughout the year. Counselors serve as a support and a referral resource to students and families in pain. A grief counseling group is available to students.
- **Puberty issues**
Adolescence is one of the most confusing times of life for young people. Counselors provide support and encouragement during this time, working with both students and parents.

- **Attendance**

Some students have difficulty in arriving to school every day. Others are frequently tardy. Sometimes attendance can signal other problems such as family illness or economic hardship. Counselors work with students and families to help get students back into school on a regular basis.

- **Behavior Issues**

Behavior problems can come from many sources. As a skilled professional, the counselor assesses what the possible cause(s) of the behavior might be and suggests possible interventions to parents, teachers, students and administrators.

- **Conflict Resolution**

Students often get into disagreements and these misunderstandings, as any teacher will testify, negatively impact education. Counselors serve as mediators as young people try to work out their differences. Conflict resolution is very much a school safety issue as well. Problems that start out relatively small can escalate into major confrontations.

- **Class Presentations**

Counselors often speak in classes about topics including bullying/cyber-bullying, sexual harassment, suicide prevention, careers/future planning, grades, and academic success.

Counselors are equipped to help students navigate the stormy waters of adolescence. The counselors' mission is to help each student achieve academic success. Personal problems that hinder learning are dealt with, enabling students to concentrate on getting the best education possible.

Castro Valley Unified School District Annual Goals for EL Students

ELD Level (CELDT)	Beginning	Early Intermediate	Intermediate	Early Advanced	Eng. Proficient	Redesignated
Timeline based on student's ELD level at entry into district ¹ Annual test: Fall (July – October) ²	Entry	1 year later	2 years later	3 years later	4 years later	5 th Year
		Entry	1 year later	2 years later	3 years later	4 th Year
			Entry	1 year later	2 years later	3 years later
				Entry	1 year later	2 years later
					Entry	1 year later
	California Standards Test ³ : Annual test: Spring ²		Far Below Basic		Below Basic	Basic (low)
Far Below Basic		Below Basic	Basic (low)	Basic (High)	Proficient	Proficient
Annual test: Spring ²	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year
Grades as defined on District Report Cards <u>ELA</u> <u>Math</u>	Not Yet Meeting Grade Level Standards			Meets Grade Level Standards		
	Not Yet Meeting Grade Level Standards			Meets Grade Level Standards		

The Castro Valley Unified School District has set the following annual goals for EL students in the area of ELD, reading/language arts and math. *(See chart above):*

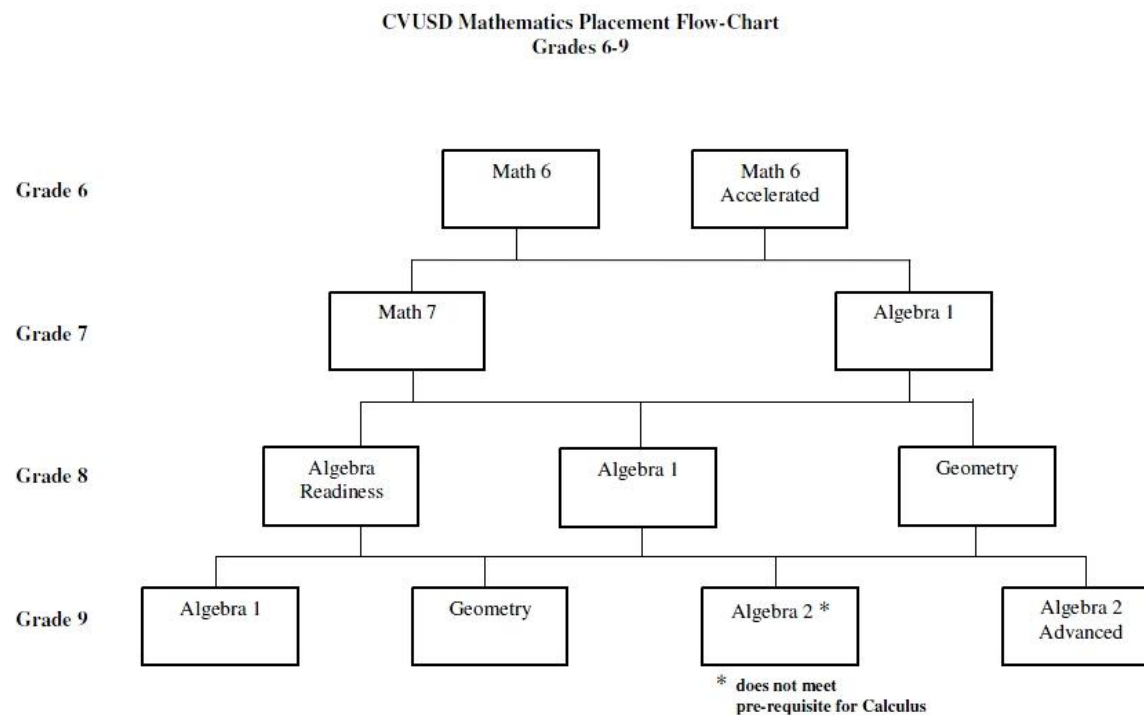
- Students are expected to gain one proficiency level annually until they reach the level required for redesignation and then maintain that level until they are redesignated. NCLB Annual Measurable Achievement Objective 1 (AMAO #1)
- The district expects annual increases in the percentage of children attaining English language proficiency. NCLB Annual Measurable Achievement Objective 2 (AMAO #2)
- The district expects English learners to meet both the participation rate and the percent proficient or above on the California Standards Tests in both English language arts and mathematics. NCLB Annual Measurable Achievement Objective 3 (AMAO #3)

ELD growth is measured by the state assessment, CELDT; reading/language arts and math are measured by the California Standards Test.

The Castro Valley Unified School District has set the following interim goals for EL learners:

- ELD: Progress on ELA standards mastery; as measured by district ELD Student Progress Reports (measured each trimester K-5, and twice yearly 6-12)
- English Language Arts (ELA): Progress in academic vocabulary development and reading comprehension, as measured by running records, published inventories, and teacher developed standards-based assessments (measured four times a year K-5)
- ELA: Progress in writing, based on grade level writing application standards, as measured by district writing prompts (twice yearly)
- Math: Progress in computation and concept attainment, as measured by district quizzes and grade level performance tasks (measured each trimester K-5 as well as summative assessment annually; measured quarterly 6-12 as well as summative assessment twice a year.

Mathematics Addendums



Algebra is considered to be an eighth-grade course based on the Mathematics Framework for California Public Schools and the Mathematics Content Standards for California Public Schools, Kindergarten through Grade Twelve. It is a State of California and Castro Valley Unified School District expectation that students in the eighth grade will take algebra.

Castro Valley Unified School District
6th Grade Accelerated Mathematics Screening Matrix

	Performance Value				Timeline
	1	2	3	4	
Math Report Card Grade (Average of the trimester grades)	1	2	3	4	End of School Year
CST - Math (4th Grade)	0 - 324	325 - 449	450- 525	526 - 600	Current STAR Window
Average of Grade 5 Trimester Assessments	0 - 69%	70 - 79%	80 - 89%	90 - 100%	May 30-June15

The overall score is the average of the three performance factors.

Overall Multiple Measures Score Criteria for Moving from Grade 5 to 6th Grade Accelerated Mathematics

3.5 - 4	Placement in 6th Grade Accelerated Math
3.0 - 3.3	Placement in Accelerated Math with teacher recommendation
1 - 2.8	Placement in Math 6

**Castro Valley Unified School District
Middle School Algebra Placement Matrix**

	Performance Value					Timeline
	1	2	3	4	5	
Math Report Card Grade (average of the first 3 quarter grades)	0 - 0.9	1 - 1.9	2 - 2.9	3 - 3.5	3.6 - 4.0	End of third quarter
CVAT (Multiple-choice Basic Skills Test)	0 - 14	15 - 25	26 - 29	30 - 34	35 - 40	Beginning of April
MDTP Algebra Readiness Test	0 - 15	16 - 24	25 - 34	35 - 39	40 - 50	End of May
CST - Math (from previous school year)	Far Below Basic (1)	Below Basic (2)	Basic (3)	Proficient (4)	Advanced (5)	Current STAR Window
Grade 6 Accelerated or Grade 7 Final	0-52%	53-64%	65-76%	77-88%	89-100%	By the end of the first week in June

The overall score is the average of the five performance values.

Overall Multiple Measure Score Criteria for Moving from Grade 7 to Algebra I

3.8 - 5	Placement in Algebra
3.2 - 3.6	Placement in Algebra with teacher recommendation
1 - 3.0	Placement in Algebra Readiness

Overall Multiple Measure Score Criteria for Moving from Grade 6 to Algebra I

4.6 - 5	Placement in Algebra
3.8 - 4.4	Placement in Algebra with teacher recommendation
1 - 3.6	Placement in Math 7

NOTE: A 6th grade student must score a minimum of 31 out of 40 on the CVAT to take the MDTP