Creekside Wildcats

Program Planning Guide
2020 – 2021

A California Gold Ribbon School
CREEKSIDES MIDDLE SCHOOL
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CASTRO VALLEY, CA 94546
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PROGRAM PLANNING GUIDE
2020-2021

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CVUSD is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Violations of this policy should be reported immediately to the site administrator(s) at District Schools. Inquiries regarding the non-discrimination policies: Director of Student Services, 4400 Alma Avenue, Castro Valley CA 94546, 510-537-3000 x 1257
A Message from the Principal . . .

March 2020

DEAR STUDENTS AND PARENTS OF CREEKSIDE MIDDLE SCHOOL,

The Program Planning Guide has been developed to provide students and their parents with information about the educational program offered at Creekside 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 self-contained elementary school to the departmentalized 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, and an advisement 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 Creekside 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 Creekside 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,

Jaliza Eagles
Principal
Our Mission . . .

Cultivating academic excellence, equity, and responsibility for all.

- We are a community of students, staff, and parents dedicated to helping each other grow as life-long learners.

- We value the differences and similarities in people.

- We believe every child can find success in a nurturing, safe environment.

- We challenge students by providing a rigorous academic program.

- We promote respect for ourselves and others.

- We celebrate learning as a sharing, laughing, risking, questioning, growing experience.

May, 1997
Creekside Vision Statement

- A school built upon the foundation of a community of life-long learners
- A village woven together by a common thread -- a love and passion for learning.
- An institution committed to creating a small, supportive, personalized environment for students.
- A universal philosophy that ensures academic rigor in every classroom and where equity means closing the achievement gap.
- A tangible, flexible web that embraces all equally and develops effective leadership and instructional practices in a collaborative atmosphere.

This is the vision of Creekside Middle School, Castro Valley, California. We hold our vision, our torch, high and proud. These simple words have powerful meaning, and they establish our goals and fuel the engines of success in teaching and learning.

Cherish the eager mind
Strengthen the open heart
Pursue the potential of each
Celebrate the growth of all
Love, laugh, learn

CHERISH THE EAGER MIND

Our environment is safe for people to take creative and academic risks. Individuals are open to fresh ideas and multiple perspectives and question beyond the obvious. Using lively strategies and age-appropriate methodology, we strive to produce curious, inventive, resourceful students who are lifelong learners prepared for the future. We promote inquisitive discussions and allow time for inquiry, exploration, and discovery through a wide variety of curriculum from technology classes, hands-on science labs, and literature circles to fine arts programs. We reward the eager learner and the student who wonders why. Divergent thinking is modeled, valued, and appreciated. This is the cornerstone of our institution.

Cooperation, teamwork and flexibility are learned through the delivery of core curriculum in dynamic ways. We challenge our students to solve problems and become critical thinkers through questioning techniques and literacy strategies. An extensive, varied exploratory program and an assortment of extra-curricular clubs provide additional opportunities for students to experience the joy and pleasure of learning. We ignite the imagination of all so that we can discover each other’s passions and experience the many magical moments of learning.
STRENGTHEN THE OPEN HEART
We foster a safe environment, where all individuals successfully transition through adolescence. Our school is an inclusive community where courage, civility, decency, and equal opportunities are valued. Opportunities abound for our population to develop integrity, honor, citizenship, and respect through various classes, such as Leadership, W.E.B. “Where Everybody Belongs” Program, Spanish, Health, Careers, Outdoor School, and our athletics program. Learning is encouraged as a source of enjoyment and as a way for all of us to explore and discover who we are.

We make conscious efforts to be positive, enthusiastic, and supportive. We know that our attitudes and relationships with each individual have a tremendous impact on the emotional well-being of the whole community. Through recurrent school climate discussions, “ROAR” behavior, counseling programs, the district-wide Citizenship Program, anti-bullying and sexual harassment presentations, motivational speakers, and programs such as Youth-2-Youth, we collectively experience the challenges of adolescence in constructive ways.

PURSUE THE POTENTIAL OF EACH
We recognize that learning environments must provide an atmosphere where students are well known and respected by caring adults and supported in their social, emotional, physical, and meta-cognitive development. Multiple measures, SBAC information, and a variety of formative tests guide our instructional program so that we are aware of student strengths and areas needing improvement. Structures, such as conflict mediation, Homework Clubs, tutorials, counseling services, CJSF Tutoring, and a Response to Instruction and Intervention program ensure that all students receive personal care, attention, and support.

We guarantee that students have a voice and active involvement in their educational program. Special presentations and programs ensure that students do not become disenfranchised. Administrators and counselors plan special evening meetings for families and students of varying ethnic, racial, and academic backgrounds to obtain feedback about their experiences at Creekside.

Through organizations, such as the PTC, Athletic Booster Club, SSC, CV Education Foundation, Music Parents Society, we encourage parents to become part of our learning community. Partnerships are key to the effectiveness and success of our school and include widespread community support from business and community leaders, post-secondary educational institutions, social service agencies, and private organizations. We are all accountable for the success of those we serve and our vision’s sustainability.
CELEBRATE THE GROWTH OF ALL
We are a progressive school that offers academic equity to students from all backgrounds. We believe that equity means doing whatever it takes to ensure that everyone is academically proficient. We provide a comprehensive academic program with rigorous accelerated courses. We address different learning styles by scaffolding and differentiating instruction, and by providing cooperative, open-ended assignments.

We recognize, honor, and celebrate academic excellence through the Renaissance Program, Citizen of the Quarter, Student Citizen of the Year recognition, Academic Awards Night, and our ROAR Card Program. Athletic ability is recognized and encouraged through an extensive athletic program, Athletics Banquets, and Student Athlete of the Year Awards.

LOVE, LAUGH, LEARN
Creekside Middle School is a haven for students, parents, and staff to accept unconditionally, to laugh, and to learn with a passion and a desire that will light the future. We prepare our students to compete at the highest level in the new world of global convergence and interdependence. Positive relationships are fostered so that each individual is supported in his or her personal quest for continued understanding, knowledge, and ethical standards. We support children by encouraging open communication within our educational community. Creekside Middle School is a place that is safe, innovative, and supportive. It is a school where everyone is free to love, laugh, and learn.
### Three Year Requirements

<table>
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<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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<tr>
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<td>Advisory</td>
<td>Advisory</td>
</tr>
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<td>Exploratory Cycle</td>
<td>Exploratory Cycle</td>
<td>Electives</td>
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<td>English/Social Studies Core</td>
<td>English/Social Studies</td>
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<tr>
<td>Math/Science Core</td>
<td>Math/Science</td>
<td>Math/Science</td>
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<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
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<tr>
<td>Music (optional)</td>
<td>Music (optional)</td>
<td>Music (optional)</td>
</tr>
</tbody>
</table>

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

Each student is assigned to an advisory group which meets daily throughout the year. The purpose of this program is to provide a home base for each student. Daily announcements are presented each morning during this advisory period. If students have a problem, we encourage them to let their advisor know. The advisor will assist students to connect with a person who can help resolve their problem.

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**SUSTAINED SILENT READING**

The Creekside instructional program fosters and sustains an atmosphere in which reading is perceived as a joyful experience. Reading is not a subject in itself so much as it is a tool of discovery that students can use to enter enticing new worlds. Skill in reading is acquired and perfected by practicing it. All students will engage in independent reading of a book, magazine, newspaper, etc. This commitment to sustained silent reading will help attain an ultimate goal - the development of lifelong readers.
SIXTH GRADE COURSES

Two-Period Core Blocks

• English/Social Studies
• Mathematics/Science

One-Period Classes

• Physical Education
• Exploratory Cycle
• Orchestra or Band

• 6th Grade Choir (offered before school)

Advisory Period
Will be included in the daily schedule at all three grade levels
Sixth Grade English

One Year Required Course

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

The 6th 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 in line with common core standards.

Both literature and informational text provide the meaningful context in which students listen, react, and interact with the text, both individually and in groups. Texts stimulate collaborative dialogue, discussion, presentation and other forms of sharing. Both literature and informational text also provide 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. Students participate in a writing program that focuses on argumentative, expository, research, and narrative writing. Teaching of grammar and spelling is embedded during the writing units.
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, 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 - 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 civilization. Students learn basic map and globe skills, become familiar with various landforms 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:

- The World -- Past and Present
- The Earliest People
- Early Middle Eastern Civilizations
- Early Asian Civilizations
- The Foundation of Western Ideas
Sixth Grade Mathematics

One Year Required Course

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

Castro Valley Unified School District has developed challenging mathematics standards for all grade levels. These standards adhere to the California Common Core State Standards for Mathematics, the California Mathematics Framework, and the National Council of Teachers of Mathematics Principles and Standards for School Mathematics.

Math 6 provides a rigorous curriculum that focuses on four critical areas:

- Connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers
- Writing, interpreting, and using expressions and equations
- Developing understanding of statistical variability, as well as summarizing and describing distributions

Additional topics include:

- Computing fluently with multi-digit numbers and finding common factors and multiples
- Solving real-world and mathematical problems involving area, surface area, and volume

The class will incorporate a multitude of activities where students are engaged in the Standards for Mathematical Practice, including problem solving, reasoning, justification and proof, communication, critiquing the reasoning of others, multiple representations, and making connections. Emphasis will be placed on effective use of a variety of problem-solving strategies.

THE PROCESS FOR MATH PLACEMENT –

- All students will complete the CVUSD Middle School Math Placement Examination at the end of their sixth-grade school year.
- Students will be placed in the appropriate seventh-grade math course based on their total performance value on the Middle School Math Placement Matrix.
Sixth Grade Science

One Year Required Course

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

The sixth Grade science program is an introductory experience in the study of energy flow, Earth Systems, and simple genetics.

The basic scientific method is applied to the study of cells, simple genetics, Earth Systems, heat transfer, and flow of energy. These integrated science topics correlate directly with current Next Generation Science Standards and supports environmental science, which includes one week of outdoor school at Exploring New Horizons.
Sixth Grade Physical Education

One Year Required Course

The middle school physical education program provides an opportunity for students to acquire skills, knowledge, and attitudes related to growth and development. This is accomplished through participation in a wide range of physical activities. Students learn to understand and respect the body as they develop attitudes and practices that contribute to maintaining good physical fitness for life. Emphasis is placed on skill development along with an appropriate conditioning program. Students track and graph personal fitness scores each week. Goal setting, exercise planning, and personal fitness expectations are nurtured all year long.

The fundamental skills of throwing, catching, jumping, running and dribbling are reviewed. Skills taught in each activity are developmentally appropriate and become more complex at each grade level. Units of instruction for grade six may include basketball, fitness, volleyball, softball, soccer, Frisbee, hockey, juggling, field games, track and field, team handball, tchoukball, badminton, dance, dodgeball, flag football, and pickleball.

Dress Code
All students will be required to dress each day in PE clothes. Each student should wear a Creekside uniform shirt and shorts or a navy or gray shirt and gray shorts. Each article of clothing needs to be identified with the student’s name. Students need to provide their own athletic shoes. Sweat clothes are optional wear during inclement or cold weather. PE clothes may be purchased through the PE office or during registration. No student will be denied the opportunity to participate in PE due to financial constraints in purchasing appropriate PE attire. Please inform a guidance counselor, the principal, or your PE teacher for assistance, if needed.

Injury/Illness Modifications or Non Participation
Students are expected to dress for class and limit their activity according to the “excuse.” These excuses must contain the date, nature of illness, number of days to be excused (up to three days*), and parent or guardian's signature. The excuse should be presented to the teacher upon entering the class, and the student should await further assignment.

*State regulations require a doctor’s excuse if a student is unable to participate for more than three consecutive days.
Sixth Grade Exploratory Cycle

All sixth grade students take one period of classes in an exploratory cycle. Over the year, students will take W.E.B Transition/Study Skills, Art/Expressions, Health and Computer Education.

WEB Transition/Study Skills: 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, improving peer relationships, study skills, strengthening family relationships, and setting goals for healthy living. Bullying prevention, tobacco and alcohol abuse and other related problems will be addressed.

Booster Classes
Booster classes may be scheduled for students needing extra assistance in Mathematics and English Language Development (ELD). These classes may be required in lieu of the exploratory cycle for students who are not meeting standards.

Health
This course presents an opportunity to learn about maintaining a healthy lifestyle and making smart choices. The course covers total health and wellness including physical, social, and mental/emotional health. Curriculum includes nutrition, fitness, and the personal and sociological impact of good health habits versus poor health habits. Through group projects, class discussions, research, and videos, students will learn to sustain a healthy, active routine.

Computer Education
In this course students will focus on keyboarding skills and gaining a basic knowledge of such common computer programs as Microsoft Office and Google Apps. They will learn basic internet research skills and how to protect their identity online. Students will also develop creativity and decision making skills using GarageBand, Photos, and possibly other apps.

Art
Students are introduced to the seven elements of art: line, shape, form, color, value, texture and space. Students will complete various projects that correspond with each, using various mediums including: collage, markers, paint, watercolor, sculpture, colored pencils and graphite pencils. We look at the lives of artists and re-create some of the masters of American 19th and 20th century, folkart, as well as some of the European masters, and their works. Students will have graded portfolio assignments in this pass/fail course.

Expressions
This course is designed to encourage students to express themselves in a variety of ways. Students will have fun with language arts (which may include poetry, idioms, alliteration), art (which may include painting, pastels, yarn), dance (which may include simple pop songs, cultural dance), music (which may include a variety of simple songs on the records), and drama (which may include drama games, choral reading, and short skits). These activities will help develop student self-confidence through self-expression and creativity.
SEVENTH GRADE COURSES

• English
• Social Studies
• Mathematics
• Science
• Physical Education
• Exploratory Cycle
• Orchestra or Band

• Concert Choir (offered before school)

Advisory Period
Will be included in the daily schedule at all three grade levels
Seventh Grade English

One Year Required Course

The seventh grade English program is designed to encourage an appreciation and enjoyment of literature while extending and reinforcing California Common Core Standards. This program integrates reading, writing, and speaking and listening with standards-based activities and assessments.

The literature we read inside and outside of class provides a meaningful context in which students react, and interact with the text, both individually and in groups. Our response to the literature stimulates discussion, presentation, consideration of other perspectives, and written analysis. The nonfiction texts we read also provide students with information which requires cognitive thinking and thoughtful written and oral responses.

Students have the opportunity to become stronger readers with emphasis on vocabulary, comprehension, and critical-thinking that will help improve their prior knowledge and skills. Students will be exposed to various fiction and non-fiction texts in class, as well as independent and extended reading appropriate to their interests and reading levels. Study skills, oral communications, grammar, and spelling will be integrated into the course.

In our program, students will also review and expand sentence and paragraph structure. They will become more fluid writers by exercising their ability to write creative narrative projects and assertion paragraphs.

Personal experiences are also reflected in writing selections and responses to literature.
Seventh Grade 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, sociology, philosophy and related subjects. The focus in 7th grade is high level reading and writing skills, analyzing primary and secondary sources, and study skills, all directly related to medieval history.

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, Asia, Africa, Mexico, and Central and South America from 500 B.C.E. - 1700’s C.E. 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 and writing assessments. Instructional tools include textbooks, placards, maps, DBQs (Document based questioning) and online resources.

Units Include
- Europe During Medieval Times
- Islam in Medieval Times
- South Asia, 300-1200
- The Culture and Kingdoms of West Africa
- Imperial China
- Japan During Medieval Times
- Civilizations of the Americas
- The Medieval World, 1200-1490
- Europe’s Renaissance and Reformation
- Europe Enters the Modern Age
Seventh Grade Mathematics

One Year Required Course

Castro Valley Unified School District has developed challenging mathematics standards for all grade levels. These standards adhere to the California Common Core State Standards for Mathematics, the California Mathematics Framework, and the National Council of Teachers of Mathematics Principles and Standards for School Mathematics.

Math 7 provides a rigorous curriculum that focuses on four critical areas:

- Developing understanding of and applying proportional relationships
- Developing understanding of operations with rational numbers and working with expressions and linear equations
- Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume
- Drawing inferences about populations based on samples

Additional topics include:

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers
- Solving real-life and mathematical problems using numerical and algebraic expressions and equations
- Drawing, constructing and describing geometrical figures and describing the relationships between them
- Investigate chance processes and develop, use, and evaluate probability models

The class will incorporate a multitude of activities where students are engaged in the Standards for Mathematical Practice, including problem solving, reasoning, justification and proof, communication, critiquing the reasoning of others, multiple representations, and making connections. Emphasis will be placed on effective use of a variety of problem-solving strategies.

Accelerated Mathematics 7

For 2020-2021, students enrolled in Accelerated Mathematics 7 will be studying the same curriculum as students in Mathematics 7 and Mathematics 8. Mathematics 7 topics are listed above. Some of the Mathematics 8 topics may include: congruence and similarity, functions, linear relationships and equations, exponents, radicals and irrational numbers, Pythagorean Theorem, and systems of linear equations.

In order to be placed in Accelerated Mathematics 7, students must qualify according to the Middle School Placement Matrix for Accelerated Mathematics 7 in the Program Planning Guide.

Criteria for Placement: Refer to the Middle School Placement Matrix for Accelerated Mathematics 7 to follow in this Program Planning Guide.
CVUSD Middle School Math Pathways

Math 6
(Possible concurrent enrollment in Math 6 Boosters)
7th grade math course recommendations will be made by the end of Math 6.

Math 7
(Possible concurrent enrollment in Math 7 Boosters)

Accelerated Math 7
(Compact of all Math 7 & Math 8 standards in one year)

Math 8
(Possible concurrent enrollment in Math 8 Boosters)

Integrated 1

Integrated 1
(at CVHS)

Integrated 2
(at CVHS)

Further information about CVHS math courses can be found in the CVHS Program Planning Guide.

Solid arrows represent typical course recommendations. Dashed lines represent rare, but possible, course recommendations.
<table>
<thead>
<tr>
<th>Performance Value</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDTP 7 Readiness Score</td>
<td>Timeline</td>
</tr>
<tr>
<td>(number of questions answered correctly)</td>
<td>End of April</td>
</tr>
<tr>
<td>17-23</td>
<td>24-27</td>
</tr>
<tr>
<td>28-31</td>
<td>32-35</td>
</tr>
<tr>
<td>36-40</td>
<td></td>
</tr>
<tr>
<td>End of Semester Exams</td>
<td>After Chapter 5 AND By second week of May</td>
</tr>
<tr>
<td>(average score for unit assessments given at the end of 1st and 2nd semesters)</td>
<td></td>
</tr>
<tr>
<td>0-59%</td>
<td>60-69%</td>
</tr>
<tr>
<td>70-79%</td>
<td>80-89%</td>
</tr>
<tr>
<td>90-100%</td>
<td></td>
</tr>
<tr>
<td>Student Habits/Acceleration Readiness</td>
<td>By the second week of May</td>
</tr>
<tr>
<td>(rubric total score)</td>
<td></td>
</tr>
<tr>
<td>0-2</td>
<td>3-4</td>
</tr>
<tr>
<td>5</td>
<td></td>
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</table>

The overall score is the total of the performance values.

**Overall Multiple Measure Score Criteria for Moving from Math 6 to Accelerated Math 7**

<table>
<thead>
<tr>
<th>Overall Multiple Measure Score</th>
<th>Placement in Accelerated Math 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-13</td>
<td>Placement in Accelerated Math 7</td>
</tr>
<tr>
<td>Less than 10*</td>
<td>Placement in Math 7</td>
</tr>
</tbody>
</table>

* For students scoring an 8 or 9 overall, results of a Performance Task will be used to determine final placement.

**Student Habits/Acceleration Readiness Rubric - maximum 5 points**

- **Student perseveres and exhibits resiliency (1 pt)**
- **Attendance is good - 10 or fewer absences (1 pt)**
- **Student understands difficult concepts quickly (1 pt)**
- **Homework Completion:**
  - < 70% (0 pts)
  - 70% to 89% (1 pt)
  - 90% to 100% (2 pts)

___________ Total score
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 the interrelationship of living and non-living systems. Students will learn how energy and matter are cycled through these systems and how living things and their environments are codependent.

Seventh grade students will engage in a complete science program including lab safety, the scientific method, atoms and matter, physical and chemical changes, Earth systems, ecosystems, and human impacts. Students will learn to ask questions, use models, problem solve, develop hypotheses, analyze and interpret data, utilize observation skills, construct explanations and engage in argument from evidence, and maintain an organized interactive science notebook. Curriculum follows the Next Generation Science standards and is delivered in an inquiry-based, hands-on environment.
Seventh Grade Physical Education

One Year Required Course

The middle school physical education program provides an opportunity for students to acquire skills, knowledge, and attitudes related to growth and development. This is accomplished through participation in a wide range of physical activities. Students learn to understand and respect the body as they develop attitudes and practices that contribute to maintaining good physical fitness for life. Emphasis is placed on skill development along with an appropriate conditioning program. Students track and graph personal fitness scores each week. Goal setting, exercise planning, and personal fitness expectations are nurtured all year long.

The basic skills introduced in the lower grades are reinforced in the seventh grade. The proper techniques, skills and basic fundamentals are applied to the playing level. Skills and knowledge testing become increasingly more important for evaluating student progress and achievement. Units may include basketball, track and field, fitness, soccer, flag football, hockey, ultimate Frisbee, softball, volleyball, team handball, tchoukball, badminton, dance, dodgeball, juggling, and pickleball.

Seventh grade students are required by the State to complete the FitnessGram Testing. The testing window spans from February to May.

Dress Code
All students will be required to dress each day in PE clothes. Each student should wear a Creekside uniform shirt and shorts or a navy or gray shirt and gray shorts. Each article of clothing needs to be identified with the student’s name. Students need to provide their own athletic shoes. Sweat clothes are optional wear during inclement or cold weather. PE clothes may be purchased through the PE office or during registration. No student will be denied the opportunity to participate in PE due to financial constraints in purchasing appropriate PE attire. Please inform a guidance counselor, the principal, or your PE teacher for assistance, if needed.

Injury/Illness Modification or Non Participation
Students are expected to dress for class and limit their activity according to the “excuse.” These excuses must contain the date, nature of illness, number of days to be excused (up to three days*), and parent or guardian's signature. The excuse should be presented to the teacher upon entering the class and the student should await further assignment.

*State regulations require a doctor’s excuse if a student is unable to participate for more than three consecutive days.
Seventh Grade Exploratory Cycle

All seventh grade students take one period of classes in an exploratory cycle. Over the year, students will have an orientation in four of the following courses:

**Computer Education**
In this course students will build on the basic skills learned in the 6th grade computer class. Students will create slideshows in PowerPoint, a photo portfolio using Photos, and a newsletter using Microsoft Word. Students will also learn about budgeting and the power of compound interest through the use of Microsoft Excel. All this will be done through “Food Truck Entrepreneur,” an age-appropriate, text-based simulation of what it would be like to run a food truck business.

**Careers**
This class explores the relationship between education and training for future career choices. Through a California-based simulation, students will identify and explore numerous career fields and look at required education levels, skills, and training necessary to acquire each position. They will also discuss the path to college, explore college choices, and look at various options following high school graduation. This course also includes money management and budgeting.

**Health**
This course focuses on the three main areas of health: mental/emotional, physical, and social health with a focus on mental/emotional and social health. Students are asked to think critically about the choices they make that affect their health and learn skills to help with resisting pressure to make choices that may adversely affect them now and/or in the future.

**Booster Classes**
Booster classes may be developed for students needing extra assistance in Mathematics and English Language Development. These classes may be required in lieu of the exploratory cycle for students who are not meeting standards.

**AVID 7**
(Advancement Via Individual Determination)
(year course)
AVID 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.
Eighth Grade Courses

- English
- Social Studies
- Mathematics
- Science
- Physical Education
- Exploratory Cycle / elective course
- Orchestra or Band
- Concert Choir (offered before school)

Advisory Period will be included in the daily schedule at all three grade levels
The middle school English program is designed to encourage an appreciation and enjoyment of literature while extending and reinforcing California Common Core Standards with an emphasis on critical thinking.

Units Include:

1) Study Sync Suspense
   - Strongest Evidence and Analysis

2) Study Sync Moral Compass
   - Collaborative Discussions, Theme, Character Development, and forming an Assertion Paragraph with strong evidence and analysis

3) Research
   - Developing research topics and questions, gathering information from reliable sources, generating claims and subclaims, Develop an outline, a peer-edited draft, and write a final research paper that includes strong evidence, analysis, an introduction and conclusion.

4) Poetry
   - Examine poetry and spoken word and create individual poems that will be presented to the class

5) William Shakespeare’s *A Midsummer’s Night Dream*
   - Comprehension and Discussion based activities
Eighth Grade Social Studies

One Year Required Course

In social studies, students study people, places, and events of the past and through lessons explore geography, history, political science, economics, anthropology, psychology, sociology, philosophy and other 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 United States history from the founding of the British colonies in North America to the early twentieth century. Students will study the development of American society and values by examining the conflicts, events, and people that have impacted the United States including the Revolutionary War, the Constitution, Native American relations, westward expansion, the Civil War, and the rise of American industry. An emphasis will be placed on the organization and function of the United States federal government, the abolition of slavery, and America’s rise as an economic powerhouse. 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, projects, critical thinking, and writing skills related to common core standards.

Units include:
- Colonial Heritage
- A New Nation
- The New Republic
- The Nation Expands
- The Nation Breaks Apart
- A Growing America
Castro Valley Unified School District has developed challenging mathematics standards for all grade levels. These standards adhere to the California Common Core State Standards for Mathematics, the California Mathematics Framework, and the National Council of Teachers of Mathematics Principles and Standards for School Mathematics.

Math 8 will prepare students for Integrated Math I by providing a rigorous curriculum that will focus on three critical areas:

- Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations
- Grasping the concept of a function and using functions to describe quantitative relationships
- Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem

Additional topics include:

- Working with radicals and integer exponents
- Understanding the connection between proportional relationships, lines, and linear equations
- Analyzing and solving linear equations and pairs of simultaneous linear equations
- Understanding congruence and similarity using physical models, transparencies, or geometry software
- Solving real-world and mathematical problems involving volume of cylinders, cones, and spheres
- Investigating patterns of association in bivariate data

The class will incorporate a multitude of activities where students are engaged in the Standards for Mathematical Practice, which include problem solving, reasoning, justification and proof, communication, critiquing the reasoning of others, multiple representations, and making connections. Emphasis will be placed on mathematical analysis and effective use of a variety of problem-solving strategies.

**Integrated Math I**

For 2020-2021, students enrolled in Integrated Math I will be studying the same curriculum as students at the high school who are enrolled in the same course. This is the first course in the traditional Integrated Math I, II, and III sequence. This sequence will provide students with the mathematical foundation they will need if they decide to go on to a 4-year university or to take Pre-Calculus. Strands such as connections to Geometry, measurement, and logical reasoning are introduced.

Prerequisite: Students must meet multiple measures, such as class grade and end of year exam in order to qualify.
Eighth Grade Science

One Year Required Course

The 8th grade science course uses an integrated curriculum combining the study of life, earth, space, and physical science. Instruction is delivered using hands-on lessons and experiences, whenever possible, allowing all students access to scientific concepts regardless of learning style or ability. Concepts presented are aligned with NGSS expectations including:

- patterns
- cause and effect
- scale and proportion
- systems
- energy and matter
- structure and function
- stability and change

Students will engage in scientific and engineering practices. These include:

- asking questions and defining problems
- developing and using models
- planning and carrying out investigations
- analyzing and interpreting data
- using mathematics and computational thinking
- constructing explanations and designing solutions
- engaging in argument from evidence
- obtaining evaluating, and communicating information

Students will also engage in a two- to three-week family life course where they will learn about anatomy, abstinence, contraceptives, sexually transmitted infections, peer pressure, and appropriate peer interactions.
Eighth Grade Physical Education

One Year Required Course

The middle school physical education program provides an opportunity for students to acquire skills, knowledge, and attitudes related to growth and development. This is accomplished through participation in a wide range of physical activities. Students learn to understand and respect the body as they develop attitudes and practices that contribute to maintaining good physical fitness for life. Emphasis is placed on skill development along with an appropriate conditioning program. Students track and graph personal fitness scores each week. Goal setting, exercise planning, and personal fitness expectations are nurtured all year long.

At the eighth grade level, more attention is focused on competitive games, strategies and mastery of the rules of the game. Students spend more time in game and tournament play. Units may include basketball, fitness, track and field, volleyball, flag football, team handball, tchoukball, soccer, badminton, hockey, ultimate Frisbee, softball, dodgeball, juggling, and pickleball.

Dress Code
All students will be required to dress each day in PE clothes. Each student should wear a Creekside uniform shirt and shorts or a navy or gray shirt and gray shorts. Each article of clothing needs to be identified with the student’s name. Students need to provide their own athletic shoes. Sweat clothes are optional wear during inclement or cold weather. PE clothes may be purchased through the PE office or during registration. No student will be denied the opportunity to participate in PE due to financial constraints in purchasing appropriate PE attire. Please inform a guidance counselor, the principal, or your PE teacher for assistance, if needed.

Injury/Illness Modification or Non Participation
Students are expected to dress for class and limit their activity according to the “excuse.” These excuses must contain the date, nature of illness, number of days to be excused (up to three days*), and parent or guardian's signature. The excuse should be presented to the teacher upon entering the class and the student should await further assignment.

*State regulations require a doctor’s excuse if a student is unable to participate for more than three consecutive days.
Eighth Grade Semester Electives

Eighth grade students may take two semester classes in the exploratory cycle.

8th COMPUTER SCIENCE DISCOVERIES
This semester-long course introduces students to computer science as a vehicle for problem-solving, communication, and personal expression. The course takes a broad look at computer science by covering topics such as programming and web page design. Students will learn to use Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) to build a website that they design. The final unit will involve students programming their own computer game using JavaScript.

NEWSPAPER
Students are introduced to the historical importance of journalism in America. They study the basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications.

BOOSTER CLASSES
Booster classes may be developed for students needing extra assistance in Mathematics and English Language Development. These classes may be required in lieu of the exploratory cycle for students who are not meeting standards.

VIDEO JOURNALISM
This course is designed to introduce students to the fundamentals of film and video production. Students engage in hands-on experiences as they learn the basics of filmmaking: pre-production, production, and post-production. They develop skills in planning, organizing, script writing, interpersonal communication, team building, and media literacy. Students participate in every aspect of video production for our morning announcements, from editing to directing on-screen talent. They practice shooting videos, doing sound recordings, and sound engineering and editing using WeVideo. They work individually, with partners, and in collaborative groups. Students utilize video cameras, iPads, and ChromeBooks.

LEADERSHIP
This semester-long course is for the highly motivated student who has a real desire to become involved in student activities, student government, and school/community service. Students develop an understanding of student government, leadership styles, communication, time management, goal-setting, and decision-making. Students learn and develop their leadership skills through direct participation in planning and organizing a variety of programs. (Examples of activities are organizing noontime activities and school-wide assemblies, planning and decorating for school dances, and carrying out student and staff recognition programs.) Students will read and implement The Seven Habits of Highly Successful Teens. Enrollment is limited to 8th graders who complete the application process and have exemplary teacher recommendations.
Eighth Grade Year-Long Electives

SPANISH 1
This year-long college prep course is equivalent to Spanish 1 at Castro Valley High School. Students will begin to develop proficiency in Spanish through listening, speaking, reading and writing. Students will also gain an appreciation and understanding of Spanish speaking cultures through readings, music, rhyme, and video. Communication skills are emphasized and are taught through comprehensible input. Communicative activities will be practiced each day. Individual, paired and group activities, projects and tests should be anticipated. Daily study and homework assignments are to be expected. 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 better in 7th grade English in order to enroll in this high school level course. record, strong English skills, and good study skills.
Strongly Recommended: A “B” or better in English, excellent attendance

YEARBOOK
This course focuses on four areas: layout and design, copywriting, photography, and marketing. Within these areas, students will learn the skills necessary to produce the Creekside yearbook. Enrollment is open to seventh and eighth graders and is based on an application process that may include teacher recommendations. This year-long course is offered as an exploratory course. Applications will be available in the spring for the following year.

AVID 8
(Advancement Via Individual Determination)
(year course)
AVID 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.
Music Courses

Music Standards Vision and Structure
The vision of the National Core Arts Standards is that all students should develop Artistic Literacy. This is achieved in part by empowering students to independently carry out the Artistic Process. The Artistic Processes consist of Creating, Performing, and Responding, into which the outcomes associated with Connecting are seamlessly integrated. In music Connecting is an integral part of Creating, Performing, and Responding.

6th Grade Choir
Students will gain knowledge of basic music theory and notation. They will be introduced to a variety of music genre such as classical, musical theater, and contemporary popular music. They will develop vocal skills through singing unison and harmony parts. Students will learn to sing with healthy vocal production. **All students will be required to perform in two or more concerts during the year. Students must sign a contract stating that they will attend all mandatory performances which are graded assessments.**

7th and 8th Grade Choir
This class is open to 7th and 8th grade students. In this course, students will continue to develop their vocal skills through singing unison, multiple-part harmony, and a cappella in a variety of musical styles and genres. Students will continue to obtain knowledge of music theory and notation. Students will study more in depth how the vocal apparatus works. This course will also offer opportunities for student choral conduction, leadership. **All students will be required to perform in two or more concerts during the year. Students must sign a contract stating that they will attend all mandatory performances which are graded assessments.**

Concert Band (6th and 7th Grade)
Students who enroll in this course should (but not required) have had at least a year of private or school lessons on one of the following band instruments: flute, clarinet, bass clarinet, oboe, bassoon, trumpet, saxophone, tenor saxophone, trombone, French horn, baritone, or percussion. Students also may be placed by interview and audition. The course is designed for band students who are interested in the rehearsal and performance of full band literature ranging from Renaissance, Baroque, Classical, and Romantic Periods to newly composed band pieces, multicultural, jazz, popular, Broadway and film music. Students will gain an understanding of basic music theory, responsible home practice techniques, and productive school rehearsal procedures. Concert attire is expected for all band members. **Scheduled performances are a large part of graded student assessment.**

Honor Choir
Honor Choir is a small auditioned ensemble that is made up of members of Concert Choir. This ensemble meets weekly and rehearses advanced choral music.
Music Courses (Cont.)

**CONCERT ORCHESTRA (6th and 7th grade)**

Students may enroll in this course if they have had at least one year of private or school lessons (recommended not required) 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. The course is designed for beginning 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.**

**SYMPHONIC ORCHESTRA (7th and 8th grade)**

*Symphonic Orchestra* is an elective for string players in the Visual and Performing Arts Department at Creekside 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.

**SYMPHONIC BAND (7th and 8th grade)**

Seventh and eighth grade instrumentalists may enroll in intermediate band or *Symphonic Band* by teacher recommendation and/or audition. At least one year of prior study on a brass, woodwind, or percussion instrument is recommended, but exceptions can be made in certain cases. Symphonic Band is designed to give students the opportunity to achieve high levels of performance on their instruments that demonstrate beautiful tone, excellent technique, good sense of intonation and rhythm, and musical expression. Students will gain an understanding of basic music theory and notation, responsible home practice techniques, and productive school rehearsal procedures. Some students may be encouraged to explore a second instrument. All students will be challenged to become strong individual players as soloists, section leaders, and band team members. Students will have the opportunity to explore and perform a wide variety of music including pieces from the Renaissance, Baroque, Classical, and Romantic periods to newly composed band pieces, multicultural, jazz, popular, Broadway and film music. **Concert attire is expected for all band members. Scheduled performances are a large part of graded student assessment.**
Special Education programs are designed for students with exceptional needs. These are programs only available to qualifying students. Consideration for placement in a special education program is by referral, assessment, and eligibility criteria. In compliance with state and federal laws and regulations, student placement and services are determined by the Individual Education Program (IEP) Team, which includes, but is not limited to: the parents(s)/legal guardian(s) of the student, a special education teacher, an administrative designee, at least one general education teacher, other appropriate designated instructional personnel, and, at times, the student. The Special Education programs provide a range of services and supports and placement is based on each student’s needs.

Special Education services at Creekside include:
- Resource Support Program (RSP)
- Speech and Language
- Special Day Class (SDC)
- Other Designated Instructional Services

**Special Day Class (SDC) Mild/Moderate Program:**
- Self-contained, separate setting for more than half the student’s school day
- One setting for SDC math and science classes, one setting for SDC English and social studies classes
- General Education classes for Exploratory/Elective and PE
- General Education standards and curriculum with supplemental materials
- Diploma expected upon graduation from high school.
The purpose of the school counseling program at Creekside Middle School is to help each unique individual achieve self-direction, insight, and maximum development of his/her abilities. School counseling services are made available to students in need. The program is designed to foster the students’ personal, social, academic, college/career, and emotional development.

The school counseling curriculum consists of structured experiences presented systematically through classroom and group activities. The purpose of the school counseling 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:

- **Academic Support**
  Counselors provide academic support that includes grade monitoring, parent communication, academic skill development and after school homework club.
- **Group Counseling**
  Groups are organized around a variety of topics including ethnic understanding, conflict management, self-esteem, communication improvement, and study skills.
- **Study Skills Classes**
  Tutorials are conducted to help students learn organizational skills and good study habits. Counselors conduct individual planning activities that help students plan, monitor, and manage their own learning and their personal, educational, and career development.
- **Classroom Presentations**
  Counselors make classroom presentations on pertinent topics such as anti-bullying and sexual harassment.
- **Social Emotional Learning**
  Counselors use social skill instruction to address behavior, discipline, safety, and coping skills to help students become self-aware, manage their emotions, build social skills, form positive relationships and make positive decisions.
Counselors provide activities that meet immediate needs and concerns of students. Some of the concerns counselors are available to discuss include:

- **Academic struggles**
  Counselors review the student's progress with both the student and the parent(s). Using input from teachers, an individual plan is developed for each student such as a study plan, tutoring, special education testing, or other possible interventions.

- **Divorce**
  Divorce is difficult and many teens need to talk through some of their feelings. Counselors provide support for families in transition.

- **Grief/loss**
  Counselors serve as a support and a referral resource to students and families in grief/pain.

- **Puberty issues**
  Adolescence is one of the most confusing times of life. Counselors provide support and encouragement during this time, working with both students and parents.

- **Coping Strategies**
  Counselors address emotional needs such as emotional regulation, self harm, and suicide ideation. Counselors work with students to develop positive coping strategies for life stressors.

- **Attendance**
  Some students have difficulty attending school every day. Others are frequently tardy. Sometimes attendance can signal other problems such as family illness or economic hardship. Counselors work to help get students back to school on a regular basis.

- **Behavior problems**
  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.

- **Mediation**
  Students sometimes get into disagreements which may negatively impact education. Counselors serve as mediators as young people try to work out their differences.