

CANYON MIDDLE SCHOOL

2018-2019 PROGRAM PLANNING GUIDE

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S.O.A.R. *Safety - Organization - Achieving Goals - Respect*

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Canyon Middle School

A National Schools to Watch Model School

A Message from the Principal . . .

March 2018

DEAR STUDENTS AND FAMILIES OF CANYON MIDDLE SCHOOL,

The Program Planning Guide has been developed to provide students and their families with information about the educational program offered at Canyon Middle School. Our school is committed to ensuring that all students receive a rigorous and inclusive standards-based curriculum that will prepare them for high school and beyond. Our instruction is designed to meet the intellectual, emotional, social, and physical needs of young adolescents while providing a smooth transition from the elementary school to the high school. As a Schools to Watch, we model a comprehensive program that is academically excellent, developmentally responsive, socially equitable, and has a culture of strong collaborative leadership while substantially increasing student academic achievement. All students experience a well-rounded academic program through interdisciplinary instruction, a robust physical education program, career and interests exploratory class offerings, and an behavioral and social/emotional advisory program.

Middle school students are at an important transition in their development. The middle years are a very rewarding time for many students as they experience significant personal growth. Keeping this in mind, the Board of Education, the administration, faculty, staff, parents, and students of Castro Valley Unified School District have developed a clear vision that focuses the work for our middle school program.

Our school community is dedicated to providing active learning in a safe, supportive and inclusive 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 collaborating with your family around your child's success. We know that with your continued support and involvement we can expect a positive, successful, and exciting educational experience for all students.

Sincerely,

Matthew Steinecke
Principal

Our Mission Statement

Canyon Middle School's Mission Statement:

Canyon Middle School is a community with high expectations where students become responsible citizens who innovate and problem solve. In this rigorous and flexible environment, our staff works together professionally to support and respond to the needs of today's middle school student.

A Condor Pledge:

As a Condor, I promise to be safe in all areas of campus by respecting my space, the space of others around me and by following directions of school personnel. I will learn to organize my academic and social commitments to reach the greatest level of success. I will achieve goals that I set for myself, as well as those that are set for me. I will respect differences, knowing that everyone is a unique individual. I will contribute positively to Canyon's community.

Castro Valley Unified Mission Statement:

In partnership with the community, Castro Valley Unified School District educates students in a learning environment that is safe, nurturing and culturally responsive. Students are guided by excellent and inspired staff, utilizing innovative instruction, curricula and technology.

A National Schools To Watch Taking Center Stage Model School

The goal of Canyon Middle School is to offer an academic and social program for students that embraces the ideals outlined in the California Middle School Reform document “*Taking Center Stage - Act II*” and *The National Forum to Accelerate Middle-Grades Reform*

Academic Excellence

Rigor. Hold high expectations and provide numerous avenues of support so that each middle grade 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 grade 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 enrichment.

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 grade 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 grade student has frequent communication 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 to promote seamless, articulated transitions.

Socially Equitable Practices

Access. Provide all middle grade 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 grade 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 grade 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 grade 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.
- **Exploratory Electives**
In addition to the core curriculum, students at all grade levels are offered a variety of exploratory classes to enrich their academic experiences. 6th and 7th grade students rotate through a “wheel” that encompass art, computer skills, drama, and nutrition. In addition, at the sixth grade level, students participate in WEB, a program that equips students with skills for adolescence by addressing academic and social behaviors that are appropriate for middle school. Our 8th grade students that semester and a few year long elective classes that allow students to dive more deeply into topics and skills learned in the 6th and 7th grade.
- **Technology Integration**
We are a Google Apps for Education district and utilize their “suite” of tools to learn, enhance, extend and demonstrate skills and knowledge. Students have the opportunity to conduct on-line research, communicate with others throughout the world and produce multi-media classroom presentations. Opportunities for staff training on effective uses of technology are provided on a regular basis. Students have access to chromebooks at a 3:1 ratio so that the tools can be utilized by all students in all classes.
- **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.
- **English Language Development (ELD)**
At Canyon our English Learner program is designed to help 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. Canyon focuses on four core positive values - Safety, Organization, Achieving Goals, and Respect (SOAR). Our PBIS (Positive Behavior Intervention and Support) system is supported by staff on site and at the district level to provide clear behavioral expectations and guidelines for appropriate consequences. Policies pertaining to equity are published in the school’s newsletter, the Student Handbook, and are posted in various areas of the school site. Bullying and harassment policies and procedures are provided to all staff and students.

FISCAL SUPPORT

- The Local Control Funding Formula (LCFF) determines how our site and district are funded, based on the LCAP (Local Control Accountability Plan).

THREE YEAR REQUIREMENTS

6TH GRADE	7TH GRADE	8TH GRADE
Advisory	Advisory	Advisory
English	English	English
Social Studies	Social Studies	Social Studies
Math	Math	Math
Science	Science	Science
Physical Education	Physical Education	Physical Education
Exploratory Cycle and/or Music	Exploratory Cycle, AVID or Music	Elective Programs, AVID, or Music

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)

- Art Basics
- Computer Graphics and Keyboarding
- Drama
- Nutrition
- Academic Support (if needed)

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

Concert Band

Concert Choir

Concert Orchestra

Advisory will be included in the schedule at all three grade levels.

6th Grade Requirements

Sixth Grade English

One Year Required Course

English is offered either as a stand-alone course or may be 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 argumentative, narrative, and expository writing. Grammar and spelling lessons are integrated throughout the curriculum.

Reading Intervention

The Reading Intervention class is an intensive reading intervention program that provides targeted instruction in a small group setting for students reading far below grade level. Within the program are phonics and decoding instruction as well as academic language instruction designed to support students, especially for struggling readers.

Sixth Grade Social Studies - One Year Required Course

Social Studies is offered either as a stand-alone course or may be 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 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:

- 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 offered either as a stand-alone course or may be integrated and combined with Science, forming a two-period core block.

MATHEMATICS 6 COMMON CORE

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. All students entering 6th grade at Canyon will automatically be enrolled in Math 6. Some students will be recommended for concurrent enrollment in Math 6 Intervention/Boosters, which will take the place of an elective class.

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.

Sixth Grade Science - One Year Required Course

The middle school science program is a comprehensive program of study, integrating the disciplinary core ideas of life science, earth and space science, physical science, and engineering. This year teachers are transitioning towards alignment to the Next Generation Science Standards (NGSS). In the sixth grade, the guiding concept is “Systems within organisms and between them are adapted to Earth’s climate systems.”

Through a three dimensional learning experience, multi-disciplinary cross-cutting concepts provide the organization for the disciplinary core ideas being explored. Students engage in scientific and engineering practices, just like scientists in the real world. Instruction will continually extend, refine, and revise knowledge of cells, body systems, weather and climate, heat transfer, flow of energy, heredity and reproduction. This course supports California’s Environmental Principles and Concepts Standards, and includes a week of outdoor school.

**Science instruction is either taught alone as a one-period course, or consecutively with math as a two-period core block dependent upon individual teachers.*

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. All students will dress out for P.E. to participate with their peers. 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 | | |

Exploratory Wheel

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: WEB, Art, Computer Education, Drama, Nutrition, and other introductory subjects.

WEB

Students will become familiarized with the Canyon campus, while learning academic and social/emotional skills that will help them more smoothly transition to the middle school experience.

Art Basics

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

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 word processor, presentation software and other software platforms.. 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.

Nutrition/Fitness

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 offered 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 not meeting standards.

7th Grade Program

All 7th Grade students will take the following courses*

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

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

Exploratory Cycle

- Art
- Computers
- Creative Design
- Health
- Spanish and Culture
- Academic Support (if needed)

- OR -

Music

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

- OR -

AVID 7 (Advancement Through Individual Determination)

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 and speaking, and writing with language-rich activities.

Literature provides the meaningful context in which students react and interact with the text, both individually or in groups. Literature stimulates analysis, critical thinking, discussion, and presentations.

Students will study conventions to enhance their writing by reviewing and expanding sentence and paragraph structure through argumentative, expository, and narrative writing. Students will be expected to become more proficient readers by focusing on vocabulary, comprehension, and critical-thinking skills when reading from a text. 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. Students will also be expected to complete unit projects or assessments.

Reading Intervention

The Reading Intervention class is an intensive reading intervention program that provides targeted instruction in a small group setting for students reading far below grade level. Within the program are phonics and decoding instruction as well as academic language instruction designed to support students, especially for struggling readers.

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/Age of Exploration

Seventh Grade Mathematics - One Year Required Course

MATHEMATICS 7 COMMON CORE

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
- Applying and extending 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

Additional topics include:

- Drawing inferences about populations based on samples
- Drawing, constructing and describing geometrical figures and describing the relationships between them

- Investigating chance processes and developing, using, and evaluating probability models
- 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

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

Students enrolled in Accelerated Math 7 will begin a pathway which includes "compaction" - completing 2 courses in one year. During the 7th grade year, students will cover the content for all of 7th grade and 8th grade.

Criteria for Placement:

In order to be placed in Accelerated Math 7, students must successfully complete Math 6 as well as the criteria outlined in the Middle School Placement Matrix for Accelerated Mathematics 7 on page 38.

Science

The middle school science program is a comprehensive program of study, integrating the disciplinary core ideas of life science, earth and space science, physical science, and engineering. This year teachers are transitioning towards alignment to the Next Generation Science Standards (NGSS). In the seventh grade, the guiding concept is that “Natural processes and human activities cause energy to flow and matter to cycle through Earth’s systems.”

Through a three dimensional learning experience, multi-disciplinary cross-cutting concepts provide the organization for the disciplinary core ideas being explored. Students engage in scientific and engineering practices, just like scientists in the real world. Students will have opportunities to 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. Instruction will continually extend, refine, and revise knowledge of matter and its interactions, ecosystems, energy flow, natural earth processes, and biodiversity. Curriculum will be delivered in an inquiry-based, hands-on environment. This course supports California’s Environmental Principles and Concepts Standards.

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. All students will dress out for P.E. to participate with their peers. The curriculum will be centered on some combination of the following activities:

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

7th Grade Exploratory Cycle

Students will experience four classes rotating each quarter (every 9 to 10 weeks).

Exploratory Cycle

- Art
- Computers
- Creative Design
- Health
- Spanish and Culture

- OR -

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

Music

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

- OR -

Students may select a year-long **AVID 7 (*Advancement Through Individual Determination*)** class.

7th Grade 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.

Computers

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.

Creative Design

This 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.

Health

This class explores the 6 Dimensions of Health & Wellness. This class delves into topics of nutrition, physical activity and body image. Mental health, effects of drugs and alcohol, and sexual education are introduced. Peer pressure and identifying healthy relationships are also reviewed.

Spanish and Culture

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.

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.

Intervention classes may be offered 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 not meeting standards.

8th Grade Program

All 8th grade students will take the following courses:

English

Social Studies

Mathematics

Science

*Physical Education

Electives

+Music elective courses

** 0 period offering, preference given to music and AVID students*

All students will be required to take two semesters of electives or a one-year course from the following:

Semester

Advanced Creative Design

Drama

Draw and Paint

Exploring Computer Science

Leadership

WEB Leadership

School Service

Video Journalism

Wood

3D Art

Year

AVID

Choral Ensemble+

Symphonic Band+

Advanced String Orchestra+

Spanish 1

Yearbook

*Advisory 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 comprehension and analysis of literature and informational texts while extending and reinforcing basic skills. This program integrates reading, writing, listening, and speaking with language-rich activities.

Literature and Informational Texts provide the meaningful context in which students listen, react and interact with the text, both individually and collaboratively. Readings stimulate dialogue, discussion, presentation, adaptation, and other forms of sharing. Reading 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 means for argument and analysis. Students learn the writing process using a variety of formats and strategies.

Students will be expected to acquire a variety of writing styles such as argumentative, response to literature, and research-based 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 challenging and complex texts. At least one long-term project will be completed. Study skills and oral communications will be integrated into the program.

Reading Intervention

The Reading Intervention class is an intensive reading intervention program that provides targeted instruction in a small group setting for students reading far below grade level. Within the program are phonics and decoding instruction as well as academic language instruction designed to support students, especially for struggling readers.

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

There are two mathematics courses offered in the eighth grade: Mathematics 8 and Integrated 1.

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

MATHEMATICS 8 COMMON CORE

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 1, the 9th grade on-grade level course, 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 1

Students who successfully completed Math 7 Accelerated in the 2017-18 school year, maintaining a B average for the year, will be placed in Integrated 1, the grade-level course for 9th grade. This is the first course in the traditional Integrated Math I, II, III sequence. This sequence will provide students with the mathematical foundation they will need if they decide to take Pre-Calculus or go to a 4 year university. Further acceleration options will be

available at Castro Valley High School after students complete Integrated Math II. Strands such as connections to Geometry, Measurement and logical reasoning are introduced.

Science - One Year Required Course

The middle school science program is a comprehensive program of study, integrating the disciplinary core ideas of life science, earth and space science, physical science, and engineering. This year teachers are transitioning towards alignment to the Next Generation Science Standards (NGSS). In eighth grade, the guiding concept is that “The processes that change Earth’s systems at different spatial scales today also caused changes in the past.”

Through a three dimensional learning experience, multi-disciplinary cross-cutting concepts provide the organization for the disciplinary core ideas being explored. Students engage in scientific and engineering practices, just like scientists in the real world. Eighth grade serves as a capstone course for middle school science, and emphasizes the proficiency of the scientific practices: developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas.

Instruction will continually extend, refine, and revise knowledge of forces and motion, the structure and composition of the universe, evolution, heredity, and waves. Hands-on curriculum will be delivered in an inquiry-based environment. This course supports California’s Environmental Principles and Concepts.

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. All students will dress out for P.E. to participate with their peers. The curriculum will be centered on some combination of the following activities:

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 |

8th Grade Electives

<u>Semester</u>	<u>Year</u>
Advanced Creative Design	AVID
Drama	Choral Ensemble+
Draw and Paint	Symphonic Band+
Leadership	Advanced String Orchestra+
WEB Leadership	Spanish 1*
School Service	Yearbook
Video Journalism	
Wood	
3D Art	
Exploring Computer Science	

* 0 period offering, preference given to Avid or music students

+ Based on availability due to funding

All students will be required to take two semesters of electives or a one-year course.

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

Intervention classes may be offered 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 not meeting standards.

ELECTIVES

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 expose students to the fields of Graphic Design, Engineering, Architecture, Industrial Design and Drafting. Students will also learn the safe use of hand and machine tools used to create their designs. Projects include a Letter Project (Typography), Lockheed Martin Vehicle Challenge, Bridge Span Challenge, Creative Picture Frame, Two Tower Challenges and a Model Dream House.

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.

Exploring Computer Science (semester course)

This course introduces students to computer science as a vehicle for problem solving, communication, and personal expression. This course focuses on the visible aspects of computing and computer science, encouraging students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Students look outward and explore the impact of computer science on society. Students will see how a thorough user-centered design process produces a better application, how their personal data is collected and used on the web, and they will work with bare circuit boards to see how computers collect input and return output in a variety of ways. Student groups will continue to iterate on and refine a mobile app that integrates everything they've learned throughout the course into one capstone project.

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.

Draw and Paint (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.

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 course, the students will work in teams on projects involving publicity, advisory, newspaper, spirit/pride, Renaissance events, and lunchtime games. Additional course work will include strengthening of organizational, speaking, and leadership skills.

WEB Leadership (semester course)

WEB Leadership is open to students who have been accepted as WEB Leaders for the school year. As a member of the WEB Leadership class, students will play an integral part in developing and organizing WEB events for the 6th grade. In addition to being chairpeople of WEB committees, members of the WEB Leadership class will work on goal setting, project management, and character development. Students will work closely with 6th graders during lunchtime games and academic lessons in Exploratory.

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, library assistants, and clerical staff. Much of what the students do daily is applicable to future job situations.

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 better 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 better in English, an excellent attendance record, strong English 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. Students will complete a Symbol Project, Standing Map Project and a Required Choice Project. They may complete additional approved projects if time permits.

Yearbook (year course)

Students design and create all the content for the yearbook, using an online design program, attending school events, interviewing staff and students, photographing and documenting these events. Students also practice journalism, not only through the yearbook, but also by designing and creating newsletters that practice different journalism genres

3D Art (semester course)

Students in this course will experience both additive and subtractive sculpture by using a variety of materials such as clay, paper mache, plaster, wire, and recycled materials. The study of selected artists noted for their 3 dimensional works will be included. The course combines art production with experiences in art history and critiques.

MUSIC COURSES

All music courses are year-long

Concert Choir (6th Grade)

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 (6th Grade)**

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. This class facilitates changing instrument however student will be required to complete additional practice time. 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 (6th Grade)**

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. This class facilitates changing instrument however student will be required to complete additional practice time. 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.

Treble Choir

Treble Choir is a class that is open to 7th grade female 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, showtunes, 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 (7th and 8th Grades)

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.

***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**

This 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 once per week and is 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

The Special Education program is designed for students with special needs. Consideration for placement in the program is by referral, followed by assessment. Students must meet eligibility criteria as defined by state and federal guidelines. In compliance with state and federal laws and regulations, student placement in a program is determined by the Individual Education Plan team, which includes, but is not limited to, the parent of the student, school psychologist, special education teacher, general education teacher, administrative designee, student, and/or appropriate support personnel (i.e. nurse, counselor, speech and language therapist). These programs are open to sixth, seventh, and eighth grade students.

Resource Specialist Program - RSP

This program provides specialized academic instruction designed to support students so they can participate successfully in the general education program. Each student has an Individual Educational Plan (IEP) determined by his/her individual needs and abilities. Program and services for students receiving resource support is determined by the IEP team, at the IEP meeting. This program includes support to, and consultation with, the general education teacher/program. The resource specialist works in concert with general education teachers, and other identified school personnel to help make curriculum accessible to students in the resource program. The resource program is designed to serve students taking mainstreamed academic classes.

Special Day Class – SDC Mild Moderate

The SDC Mild/Moderate program is departmentalized, with one teacher teaching Math/Science, and one teacher teaching Language Arts. Students are shared between the teachers enabling them to benefit from a well-rounded education and allowing for mainstreaming opportunities. Students will have both teachers for one or more periods dependent on their IEP. Classes are designed to serve students whose combination of educational needs requires specialized instruction for the majority of their school day.

Visually Disabled/Impaired/Blind and Low Vision

Direct instruction is provided to eligible students in the areas of Braille and Braille technology, orientation and mobility, keyboarding, functional living skills, and technology for students who have low vision including hardware and software, e.g. high-tech and low-tech magnification devices and screen-magnification/reading software. Consultation services are provided to general education and special education teachers on how instructional materials and the physical environment can be modified to meet the individual needs of students. 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 and SDC Severe programs provide 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 (depending upon program placement and transportation availability). The critical skills are across multiple domains including: domestic, vocational, self-help, and communication. These programs provide field based learning experiences where academic skills are taught within the functional activities. The IEP objectives dictate the types of activities in which the student will be involved. Some examples of the activities are functional reading, functional math skills, money skills, shopping, cooking and technology use.

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 with a broadcast created by the Video Journalism class.

English Language Development (EL)

English Language Development

This course is for English Learners (EL) at the emerging literacy levels and new to the country. Students begin by developing basic interpersonal communication skills. They will read, analyze, interpret, and create a variety of literary and informational text types. Students will actively contribute to class and group discussions.

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

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 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 in 7th and 8th grades. In addition, the music department offers classes for the musically gifted and 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. The library has purchased many new books depicting role models in new and exciting careers.

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.

- **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.

Annual Goals for EL Students

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.

- 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.
- The district expects annual increases in the percentage of children attaining English language proficiency.
- 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.

ELD growth is measured by the state assessment, CELDT; reading/language arts and math are measured by common assessments.

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).

Castro Valley Unified School District

Middle School Placement Matrix for Accelerated Math 7 2018-19

	Performance Value					Timeline
	1	2	3	4	5	
MDTP 7 Readiness Score (number of questions answered correctly)	17-23	24-27	28-31	32-35	36-40	End of April
End of Semester Exams (average score for unit assessments given at the end of 1st and 2nd semesters)	0-59%	60-69%	70-79%	80-89%	90-100%	After Chapter 5 AND By third week of May
Student Habits/Acceleration Readiness (rubric total score)	0-2	3-4	5			By the third week of May

The overall score is the total of the performance values.

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

10-13	Placement in Accelerated Math 7
Less than 10*	Placement in Math 7

* 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)

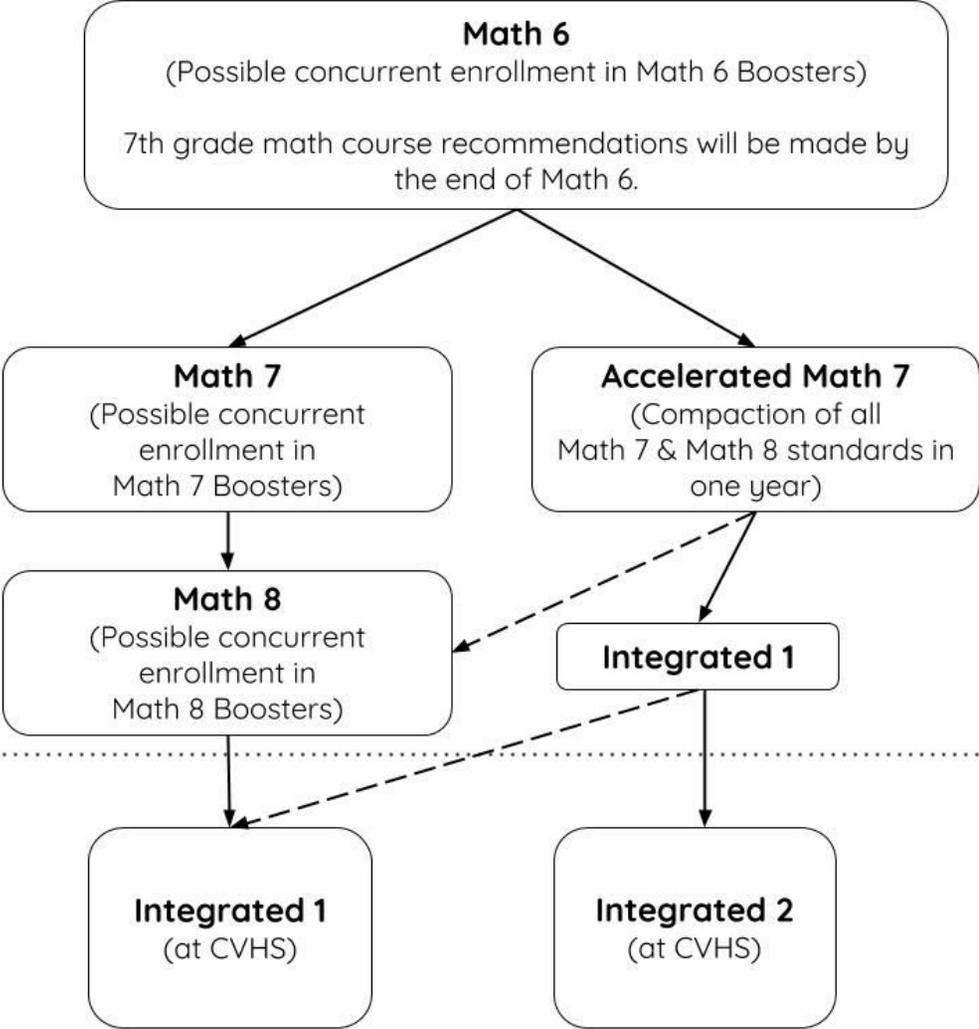
Attendance is good - 10 or fewer absences (1 pt)

Student understands difficult concepts quickly (1 pt)

Homework Completion : < 70% (0 pts) 70% to 89% (1 pt) 90% to 100% (2 pts)

_____ Total score

CVUSD Middle School Math Pathways



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

Solid arrows represents typical course recommendations.
Dashed lines represent rare, but possible, course recommendations.

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](tel:510-537-3000) x 1257