



2023-24

St. Louis Park Middle School **Course** Catalog



CREATE. ENGAGE. IGNITE.



St. Louis Park
Middle School

ms.slpschools.org/academics



A Note from Your Principals

Welcome to St. Louis Park Middle School!

Whether you are new to our school family or returning for another year, I look forward to living our school motto with you as we “Create. Engage. Ignite.”

The 2023-24 school year is both an exciting and transformative time for all students. We strive to create an environment dedicated to the education and development of each person. The goal is both academic and social in nature.

Over the years our curriculum has been updated to reflect the changing needs of our learners to ensure students move towards being ready for the rigors of high school.

St. Louis Park Middle School is proud to offer the International Baccalaureate Middle Years Programme. This curriculum model promotes inquiry and transdisciplinary learning while creating a system for academic excellence and achievement for all. What does that really mean? Students will learn about the world within and outside of St. Louis Park, they will build connections between academic content areas, and they will become caring and thoughtful young adults as they chart a course for their future.

In addition to the IB-MYP, we offer a variety of elective courses to engage all learners and help them identify their “spark” or interest area that will propel them to future education, college, and career success.

In this Course Catalog, you will find everything you need to chart a course for academic success in the coming year! Please be thoughtful as you select your courses as the possibilities abound. What interests you? Where would you like to expand your talents? What courses will prepare you for your future?



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St. Louis Park Middle School enrolls approximately 1,000 students annually in Grades 6-8, and much like the city, we are proud of our small town feel with “big city” resources, connections, and experiences. We pride ourselves on being inclusive, welcoming, and respectful to all who enter our school.

To our parents and guardians – the middle school years are an exciting time for you as you watch your children transition from elementary school and prepare for high school. Please know that we are here to support you at every step! We have an active Site Council of parents and staff members who meet monthly to support the learning and social development of our students. We also have an exceptional group of Deans, who are assigned to each grade level to provide academic, emotional, and social support for all students.

St. Louis Park Middle School is an academically “successful school” with an historically high level of community support and a long-standing history of success. I look forward to the 2023-24 school year where we work together to **“Create. Engage. Ignite.”**

Create. Engage. Ignite.



St. Louis Park Public Schools Mission & Vision Statements

Mission

St. Louis Park Public Schools sees, inspires, and empowers each learner to live their brilliance in an environment that centers student voice and experience to create racially equitable learning that energizes and enhances the spirit of our community.

Vision

St. Louis Park Public Schools - Where students are seen and valued and become their best selves as racially conscious, globally minded contributors to society.

International Baccalaureate (IB) Information

St. Louis Park Middle School has been designated as an IB World School. The authorization report received after confirming our status as a World School says the Middle School shows “commendable practice” throughout the school.

The school and district are going through a formal self-study and evaluation process and will be hosting an external panel of reviewers in the fall of 2023. This evaluation process is intended as a method to gather feedback from a global educational community on a variety of topics related to our campus.

The school is committed to offering all students the opportunity to enroll in eight subjects each year, develop the learner profile attributes, reflect on various learning skills, as well as participate in many other standards and practices of IB World Schools.

One hallmark feature of an IB Middle Years Programme (MYP) is the community project. This project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. All eighth grade students at the Middle School will be involved in completing a community project. The project gives students an opportunity to develop

awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in depth inquiry leading to service as action in the community.



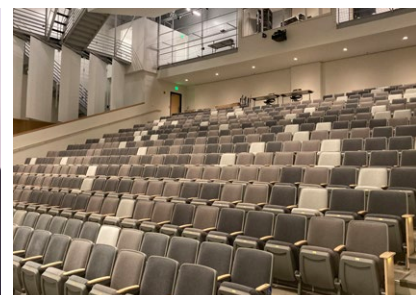
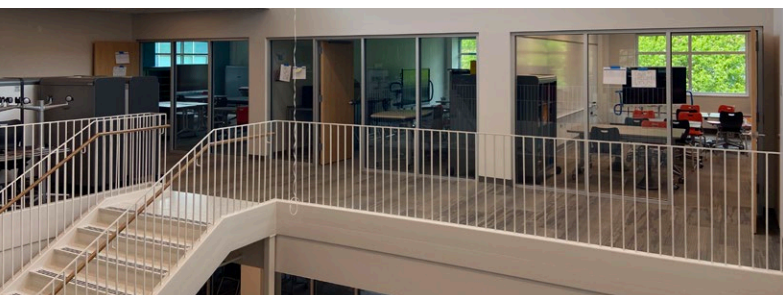
IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Learn more about IB-MYP on pages 30-31.

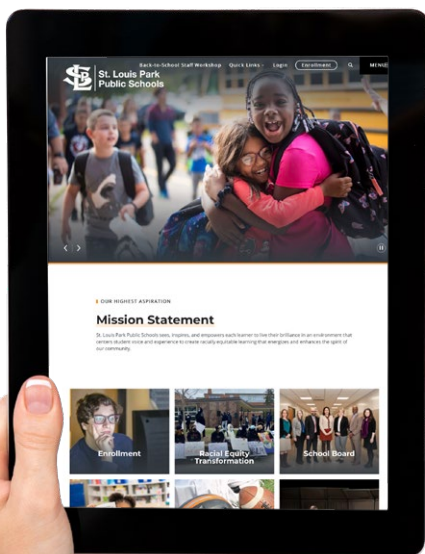




2023-24 Important Telephone Numbers

Main Office	952-928-6300	School Nutrition.....	952-928-6348
Fax	952-928-6383	Transportation	612-437-4719
Attendance Line	952-928-6394	Custodial Office	952-928-6330
Directions to School	952-928-6433	Athletic Director	952-928-6345
Health Services	952-928-6311	Middle School Police Liason.....	952-928-6392

Connect with Us!



Facebook:

@stlouisparkpublicschools

Twitter:

@SLPublicSchools

@283SUP (Superintendent)

Instagram:

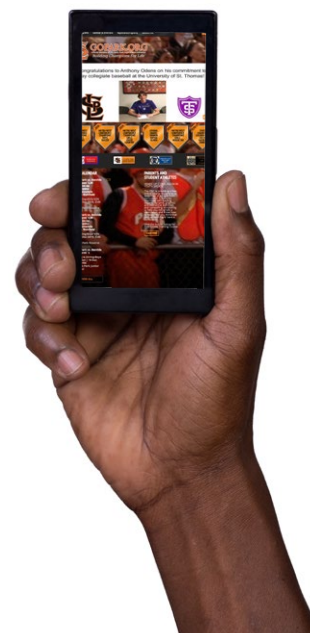
st.louisparkpublicschools

Web:

www.slpschools.org

ms.slpschools.org

www.gopark.org (athletics)





Greetings!

This guide is designed to assist students and parents in making careful course selections. Please review the scheduling worksheets found on pages 6, 7, and 8. These will give you an overview of the grade level coursework and walk you through selecting both required and elective classes. You may want to explore all three grades for a “big-picture” view of middle school.

Current fifth grade students enrolled in St. Louis Park Schools will receive a Google form in their school email account with instructions on how to register for sixth grade classes. A dean from the Middle School will also visit fifth grade classrooms to provide information. Current sixth and seventh graders enrolled in St. Louis Park Schools will receive instructions at school about how to register directly through their PowerSchool account. Students who are not currently attending St. Louis Park Schools will need to enroll through the District Enrollment Center. See information in the box below.

In the following pages you will find descriptions of all classes arranged by department. If you have specific questions or a special request please email MSregistration@slpschools.org. Special requests are due June 1, 2023. Classes are scheduled based on student registration. Requests for changes after the signature date are discouraged and made on a space available basis only.



**St. Louis Park
Public Schools**

New to the District?

Please contact the District Enrollment Center at 952-928-6023 or enrollment@slpschools.org to request an appointment to enroll your child.

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Si usted necesita ayuda con el proceso de registraci3n en Espa3ol, contacte a Carmen Rudin (952-928-6438).

Hadii aad u baahan tahay kaalmo ku saabsan sida Af Soomaali la isugu qoro. La xiriir Tarabi Jama (952-928-6423).

St. Louis Park Middle School
2025 Texas Avenue S., St. Louis Park, MN 55426
(PHONE) 952-928-6300 • (FAX) 952-928-6383
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6th Grade Sample Daily Schedule & Registration Worksheet

PERIOD	"A" DAY	"B" DAY
1	PRE-ALGEBRA I	
2	LANGUAGE & LITERATURE	
3	SCIENCE OR ESP SCIENCE	
4	INDIVIDUALS & SOCIETIES OR ESP INDIVIDUALS & SOCIETIES	
	LUNCH	
	ADVISORY	
5	DESIGN	PHYSICAL EDUCATION
6	LANGUAGE ACQUISITION (3-YEAR COMMITMENT) FRENCH GERMAN SPANISH	WRITING
	ESP LANGUAGE ACQUISITION/SPANISH LANGUAGE ARTS	
7	ELECTIVE CHOICE (SEE BELOW FOR OPTIONS)	MUSIC CHOICE BAND BEGINNING BAND CHOIR GUITAR/WORLD DRUMMING ORCHESTRA ORCHESTRA: STRING METHODS

Elective Courses

6th Grade students receive 1 elective class option. Please mark **1st**, **2nd**, and **3rd** choices below.

Individuals & Societies

___ Global Classrooms 6, 7, 8

Language Acquisition

This is in addition to your language choice above

___ French 6

___ German 6

___ Reading & Writing for
Native Spanish Speakers 6, 7, 8

___ Spanish 6

Language & Literature

___ Digital Storytelling 6

___ Humanities 6, 7, 8

___ Writing 6 ESP student only

Math

___ Theater Tech Design 6, 7, 8

Study

___ Study Hall 6, 7, 8

Music

This is in addition to your music choice above

___ Band 6 (previous experience recommended)

___ Beginning Band 6, 7, 8

___ Choir 6

___ Guitar / World Drumming 6

___ Musical Theatre Choir 6, 7, 8

___ Orchestra 6 (previous experience recommended)

___ Orchestra: String Methods 6,7,8

Physical Education

___ Recreational Sports 6

Science

___ Forensic Science 6, 7, 8

___ MN Outdoors 6, 7, 8

Visual Arts

___ Exploring Art 6

Meets the visual art requirement

All students are required to take one visual arts course during their middle school years.



7th Grade Sample Daily Schedule & Registration Worksheet

PERIOD	"A" DAY	"B" DAY
1	PRE-ALGEBRA II	
2	LANGUAGE & LITERATURE <i>OR</i> ADVANCED LANGUAGE & LITERATURE	
3	SCIENCE	
4	INDIVIDUALS & SOCIETIES <i>OR</i> ESP INDIVIDUALS & SOCIETIES	
	LUNCH	
	ADVISORY	
5	DESIGN	PHYSICAL EDUCATION
6	LANGUAGE ACQUISITION (3-YEAR COMMITMENT) FRENCH GERMAN SPANISH	ELECTIVE CHOICE (SEE BELOW FOR OPTIONS)
	ESP LANGUAGE ACQUISITION/SPANISH LANGUAGE ARTS	
7	ELECTIVE CHOICE (SEE BELOW FOR OPTIONS)	ARTS CHOICE BAND CHOIR ORCHESTRA CERAMICS & SCULPTURE DIGITAL PHOTOGRAPHY BEGINNING BAND GUITAR/WORLD DRUMMING ORCHESTRA: STRING METHODS DIGITAL ILLUSTRATION PAINTING & ILLUSTRATION

Elective Courses

7th Grade students receive 2 elective class options. Please mark **1st**, **2nd**, and **3rd** choices below.

Individuals & Societies

- ☐ Global Classrooms 6, 7, 8
- ☐ I Love Geography! 7, 8
- ☐ Welcome to the Real World 7, 8

Language Acquisition

This is in addition to your language choice above

- ☐ French 7
- ☐ German 7
- ☐ Reading & Writing for Native Spanish Speakers 6, 7, 8
- ☐ Spanish 7

Language & Literature

- ☐ Humanities 6, 7, 8
- ☐ Fantasy Literature & Society 7, 8
- ☐ Film Studies 7, 8

Math

- ☐ Theater Tech Design 6, 7, 8

Study

- ☐ Study Hall 6, 7, 8

Music

This is in addition to your arts choice above

- ☐ Band 7 (previous experience recommended)
- ☐ Beginning Band 6, 7, 8
- ☐ Choir 7
- ☐ Guitar / World Drumming 7
- ☐ Musical Theatre Choir 6, 7, 8
- ☐ Orchestra 7 (previous experience recommended)
- ☐ Orchestra: String Methods 6,7,8

Physical Education

- ☐ Competitive Sports 7, 8
- ☐ Conditioning & Strength 7, 8

Science

- ☐ Forensic Science 6, 7, 8
- ☐ Introduction to Zoology 7,8
- ☐ MN Outdoors 6, 7, 8

Visual Arts

This is in addition to your arts choice above

- ☐ Ceramics & Sculpture 7, 8
- ☐ Digital Illustration 7, 8
- ☐ Digital Photography 7, 8
- ☐ Painting & Illustration 7, 8

All students are required to take one visual arts course during their middle school years.



8th Grade Sample Daily Schedule & Registration Worksheet

PERIOD	"A" DAY	"B" DAY
1	ALGEBRA	
2	LANGUAGE & LITERATURE <i>OR</i> ADVANCED LANGUAGE & LITERATURE	
3	SCIENCE	
4	INDIVIDUALS & SOCIETIES <i>OR</i> ESP INDIVIDUALS & SOCIETIES	
	LUNCH	
	ADVISORY	
5	DESIGN/KEYNOTE	PHYSICAL EDUCATION
6	LANGUAGE ACQUISITION (3-YEAR COMMITMENT) FRENCH GERMAN SPANISH	ELECTIVE CHOICE (SEE BELOW FOR OPTIONS)
	ESP LANGUAGE ACQUISITION/SPANISH LANGUAGE ARTS	
7	ELECTIVE CHOICE (SEE BELOW FOR OPTIONS)	ARTS CHOICE BAND CHOIR ORCHESTRA CERAMICS & SCULPTURE DIGITAL PHOTOGRAPHY BEGINNING BAND GUITAR/WORLD DRUMMING ORCHESTRA: STRING METHODS DIGITAL ILLUSTRATION PAINTING & ILLUSTRATION

Elective Courses

8th Grade students receive 2 elective class options. Please mark **1st**, **2nd**, and **3rd** choices below.

Individuals & Societies

- ☐ Global Classrooms 6, 7, 8
- ☐ I Love Geography! 7, 8
- ☐ Welcome to the Real World 7, 8

Language Acquisition

This is in addition to your language choice above

- ☐ French 8
- ☐ German 8
- ☐ Reading & Writing for Native Spanish Speakers 6, 7, 8
- ☐ Spanish 8

Language & Literature

- ☐ Fantasy Literature & Society 7, 8
- ☐ Film Studies 7, 8
- ☐ Humanities 6, 7, 8

Math

- ☐ Theater Tech Design 6, 7, 8

Study

- ☐ Study Hall 6, 7, 8

Music

This is in addition to your arts choice above

- ☐ Band 8 (*previous experience recommended*)
- ☐ Beginning Band 6, 7, 8
- ☐ Choir 8
- ☐ Guitar / World Drumming 8
- ☐ Musical Theatre Choir 6, 7, 8
- ☐ Orchestra 8 (*previous experience recommended*)
- ☐ Orchestra: String Methods 6,7,8

Physical Education

- ☐ Competitive Sports 7, 8
- ☐ Conditioning & Strength 7, 8

Science

- ☐ Forensic Science 6, 7, 8
- ☐ Introduction to Zoology 7,8
- ☐ MN Outdoors 6, 7, 8

Visual Arts

This is in addition to your arts choice above

- ☐ Ceramics & Sculpture 7, 8
- ☐ Digital Illustration 7, 8
- ☐ Digital Photography 7, 8
- ☐ Painting & Illustration 7, 8

All students are required to take one visual arts course during their middle school years.



Design & Technology Department

Welcome to the Design department! Design challenges students to apply creative-thinking skills to solve problems through the design cycle; a tool which provides the methodology to structure the investigation, planning, creation and evaluation of solutions. The goal of our department is to utilize the design process, develop knowledge, understanding, and skills from different disciplines. Students will design and create solutions through effective use of tools and technology.

Design 6

Grade 6

Alternate Day

Through the lens of visual art, students will explore design problems. Design, and the development of new technologies, has led to many changes in society: transforming how we access and process information; how we adapt to our environment; how we communicate with others; how we are able to solve problems; how we work and live.

IB Design challenges all students to apply practical and creative thinking skills to solve design problems. Students become actively involved in and focus on the whole design process rather than on the final product/solution. A variety of art media and techniques will be used to explore these design problems.



Design 7

Grade 7

Alternate Day

Designing requires an individual to be imaginative and creative while having substantial knowledge. Designers must adopt an approach that allows them to think creatively while conforming to the requirements of a design specification. Inquiry and problem solving are at the heart of Technology Design. IB Design requires the use of the design cycle as a tool, which provides the structure of inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In IB Design, a solution can be defined as a model, prototype, product or system that students have developed and created independently or as a group.

Design 8/Keystone

Grade 8

Alternate Day

Students are agents of change. We learn as a result of action. Students in this course will use critical thinking, inquiry, analysis, and communication to engage in deep conversations about race, culture, and identity in society. They will develop ideas, and create solutions; evaluating the effectiveness of these solutions to affect change. Action and inquiry are the heart of how we learn as we solve problems on a personal and global level. Just as the "keystone" supports the entire archway, the leadership and design experiences that students have in this class will support their life as a whole.



Individuals & Societies Department

Individuals & Societies 6 / ESP Individuals & Societies 6*

Grade 6
Every Day

In this yearlong course, students will study the history of Minnesota from early history to Minnesota in the modern world. Students will develop and demonstrate research and map skills. Reading, summarizing, and discussing relevant current events will be an ongoing activity throughout the year.

**ESP Individuals & Societies 6 is taught in Spanish.*

Individuals & Societies 7 / ESP Individuals & Societies 7*

Grade 7
Every Day

This course features United States history as the lead discipline with a strong secondary emphasis on citizenship and government. Students will learn about people, issues, and events of significance to this nation's history from 1800 to the current era of globalization. Students will review the founding documents of our nation and examine the Bill of Rights, as well as landmark Supreme Court decisions for their lasting impact on the people of the United States, our economy and governance structure. Students study civics and economic principles, drawing connections between these disciplines and history to explain the impact of various policies on how people lived, worked and functioned in society, and the impact on the United States today.

**ESP Individuals & Societies 7 is taught in Spanish.*

ESP = Extended Spanish Program

Individuals & Societies 8 / ESP Individuals & Societies 8*

Grade 8
Every Day

Global Studies is the main focus of our 8th grade social studies curriculum. Students in Global Studies explore various regions of the world using geographic information from print and electronic sources. Students will analyze important trends in the modern world such as demographic change, shifting trade patterns, and intensified cultural interactions due to globalization. Students participate in civic discussion on contemporary issues and study events over the last half-century that have shaped the contemporary world. They analyze connections between revolutions, independence movements and social transformations, and understand reasons for the creation of modern nation states. Students will learn that governments are based on different political philosophies and serve various purposes. By learning economic principles of trade and the factors that affect economic growth, students understand why there are different standards of living in countries around the world.

**ESP Individuals & Societies 8 is taught in Spanish.*

Welcome to the Real World

Grades 7, 8
Alternate Day

Have you ever been told, "You need an education to prepare you for the 'dun dun dun' REAL WORLD?" What does that even mean?! This class will teach you all about adulting: choosing a career path, applying and interviewing for a job, managing a budget, filing your taxes, and trying your luck at investing in the stock market. Will you make it in the "REAL WORLD?" How hard can adulting even be? In this class, you will learn all about the above and more.

Note: Extended Spanish Program (ESP) students are automatically enrolled in the ESP-Language Acquisition and I&S classes.



Individuals & Societies Department

I Love Geography!

Grades 7, 8
Alternate Day

Do you know which Great Lake is farthest north – Lake Superior or Lake Ontario? Do you know in which South American country Angel Falls, the world's tallest at 3,212 feet, is located? Do you like knowing where things are or want to know more? If a zombie virus was spreading, wouldn't you want to know where it was going? Then this elective class is for you! In "I Love Geography!" students will learn to think like geographers and also learn to survive the zombie outbreak, while learning the five themes of geography. Students will use a variety of maps to look at the world, as well as try their hand at map making. Studying geography can enhance your navigation skills, no matter where you are.

Global Classrooms

Grades 6, 7, 8
Alternate Day

In Global Classrooms, students will study various topics around country development, government, and globalization. Students will learn about the United Nations and engage in simulations involving human rights, peace and security, economic, and sustainable development issues, as well as learn critical life skills such as negotiation, public speaking, research, writing, leadership, conflict resolutions, and the responsibilities of global citizenship. Global Classrooms is designed to educate young people about the importance of global cooperation and the role of the United Nations in the world today. Students may take this class for one, two, or three years.





Language Acquisition Department

World Languages Note:
IB-MYP requires continuation of a language for three consecutive years. The language that a student chooses in 6th grade will be the language they are in for 7th and 8th grade. Students do not have the option to drop World Language classes.

ESP Spanish 6

Grade 6
Every Day

¡Bienvenidos! This is a continuation of the Park Spanish Immersion (PSI) Extended Spanish Program (ESP). Welcome back to Spanish Immersion Language Arts. This class continues the development of Spanish language skills in reading, writing, listening, and speaking. Students will read two novels in the class along with many short stories and nonfiction works. Spanish is the only language used for communication between both teacher and students. Students will work on refining their grammar in daily usage and augmenting their considerable vocabulary through various activities. During the school year students are expected to show mastery in IB phases 2-3.

German 6

Grade 6
Alternate Day

Herzlich Willkommen! This class starts students' language acquisition with the foundations of German language and culture. At this level students will learn basic phrases, sentence structures, and vocabulary to help communicate in German. Classes are intended to be conducted mostly in German to accelerate proficiency. Learning activities will include music, physical activities, role playing, and games. Although speaking and listening are emphasized at this level, there will be a good balance of writing and reading as well.

French 6

Grade 6
Alternate Day

This course is an introduction for beginning language students. The course starts from the beginning with French, using a variety of techniques to learn a fun language that is spoken around the world. Students will learn about a variety of French cultures and histories, in addition to learning how to speak and understand in French. Students will enjoy activities that involve physical action to learn the foundations of the French language while working with all four modalities of language acquisition (speaking, reading, writing, listening).

Spanish 6

Grade 6
Alternate Day

¡Bienvenidos! Spanish 6 is an introductory course in the Spanish language and cultures of the Spanish-speaking world. It is appropriate for students new to Spanish as well as those who have taken elementary Spanish. The goal of Spanish 6 is for students to communicate on a limited range of topics both orally and in writing.





Language Acquisition Department

ESP Spanish 7

Grade 7
Every Day

This is a continuation of the Park Spanish Immersion (PSI) Extended Spanish Program (ESP). These classes are taught exclusively in Spanish and are for students who are enrolled in the ESP program. Students will communicate about familiar topics and basic opinions using paragraphs. They will comprehend main ideas of written and spoken language and use appropriate cultural and idiomatic expressions in the correct contexts. The class also includes advanced study of grammar, as well as spelling and punctuation. The curriculum is set in thematic units: Stories, Poetry, Healthy Living, and Drama. Students are expected to read one book per quarter and to write down one summary per week, in class. During the school year students are expected to show mastery in IB phases 3-4.

German 7

Grade 7
Alternate Day

Students will continue to develop language skills by exploring how to talk about daily lives. Communicating primarily in German, the teacher and students will ask and answer questions, discuss topics of everyday life, and do more comparing and contrasting of different cultures. Students should anticipate expanding their proficiency by working with all four modalities of language acquisition (speaking, listening, reading and writing).

Spanish 7

Grade 7
Alternate Day

¡Aprende más! Language acquisition continues as students use the language in meaningful and authentic ways. Students will communicate about themselves using personal adjectives and verbs, express opinions, and share about daily routines. Students will also begin learning the nuances of verb conjugations and sentence building by seeing and using the language in a variety of texts and mediums of communication.

French 7

Grade 7
Alternate Day

Students will continue with their French language development by expanding on their ability to communicate with others. Students will continue to learn about a variety of French cultures and practices. Students will communicate about themselves and others using adjectives, verbs, and nouns. They will learn about how our schools are different from those in France, by learning vocabulary and culture. Students will work with all four modalities of language acquisition (speaking, reading, writing, listening) during the class. Successful completion of this course will prepare students for French 8.

ESP Spanish 8

Grade 8
Every Day

This is a continuation of the Park Spanish Immersion (PSI) Extended Spanish Program (ESP). These classes are taught exclusively in Spanish and are for students who are enrolled in the ESP program. Students will communicate about familiar topics and basic opinions using paragraphs. They will comprehend main ideas of written and spoken language and use appropriate cultural and idiomatic expressions in the correct contexts. The class also includes advanced study of grammar as well as spelling and punctuation. The curriculum is set in thematic units: Stories, Healthy Living, Newscast, and Travel. Students are expected to read one book per quarter and present it in the style of various Hispanic Icons. The ESP-8th grade students will take the National Spanish Exam. During the school year students are expected to show mastery in IB phases 4-5.

Note: Extended Spanish Program (ESP) students are automatically enrolled in the ESP-Language Acquisition and I&S classes.



Language Acquisition Department

German 8

Grade 8

Alternate Day

Students will build language skills based on what they have learned in the previous grades, demonstrating proficiency and ownership of the language. Students will become more comfortable expressing themselves through text and dialogue using the functions of nouns, verbs, adjectives, and prepositions correctly. More complex sentences and word order will give the language a more authentic dimension.

Spanish 8

Grade 8

Alternate Day

Students will identify messages, facts, opinions, feelings, and ideas presented in oral, visual, and written language and demonstrate their comprehension in short oral and written form. Students will work towards mastery of basic language skills. The goal at the end of eighth grade is for students to be prepared for Spanish II at the High School.

French 8

Grade 8

Alternate Day

Students will build upon the materials they learn in French 7 to move from scripted conversations into conversations they create on their own. Understanding will be enhanced by the ability to work with verbs, adjectives, and nouns in context in French. Students will work towards comfortably speaking, reading, and writing in French. Students will be able to ask and answer a variety of questions about their daily lives and the activities of others.

Note: Extended Spanish Program (ESP) students are automatically enrolled in the ESP-Language Acquisition and I&S classes.

Lectura y Escritura para hispanohablantes.

Grados 6,7 y 8

Días alternos

Este curso está diseñado para los estudiantes hispanohablantes que hablan bien español y que quieran mejorar sus habilidades en lectura y escritura. La clase se enseña completamente en español y se enfoca en fonética (sonidos), ortografía, puntuación, lenguaje académico, lectura y escritura (composición). Esta clase también se ofrece en los grados 9-12.

This class is designed for students who are native speakers of Spanish and would like to improve their reading and writing skills. The class will be conducted entirely in Spanish and will focus on phonetics, spelling, punctuation, academic language, reading, and composition. The High School also offers Spanish for Native Speakers.





Language & Literature Department

The Enhanced Middle School Experience will ensure Rigorous, Honors-level Literacy for all Students

The Middle School program embraces the International Baccalaureate (IB) framework to create a consistent literacy progression across secondary courses. Therefore, we have redesigned the middle school experience so that honors-level learning can move students seamlessly into high school prepared to take honors-level courses. All students get research-based, rigorous reading and writing instruction focused on enrichment and inquiry, regardless of the classroom they are assigned.

Middle School Redesign Highlights

Honors-Level Literacy for All:

Expanding rigorous literacy for all students and eliminating regular Language and Literature classes allows us to dedicate more time to exploring further learning experiences. It is important to understand that we are not eliminating or decreasing any learning experiences, rather, creating opportunities for honors-level work in every class. At the middle school, we define honors-level learning with enrichment and extended learning.

Enrichment Opportunities (Talent Development), Extended Learning, and Electives:

All middle school students will continue to engage in enrichment opportunities as part of the IB Middle Years Programme. Language & Literature enrichment opportunities also exist in the electives of Creative Writing, Film Studies, Musical Theater, Fantasy

Literature, Humanities, and Digital Storytelling. Additionally, we have a Spelling Bee, Newspaper Club, Maslon Uplift, and Debate, amongst other things.

Extended Learning in Language & Literature:

Students are expected to study and show proficiency in analyzing texts, organizing ideas, producing text, and using language to express themselves. These are the four different IB Criteria for Language & Literature. Extended learning occurs when students learn and demonstrate understanding of the criteria at a sophisticated, perceptive, and extensive level.

Winter 2023 Middle School Literacy Update

When will the changes start?

The course changes will occur over the next three school years, beginning with 6th grade next school year, 7th grade in 2024-2025, and 8th grade in 2025-26.

Honors-Level Literacy for All Students

The enhanced middle school experience will ensure rigorous, honors-level literacy for all students, as well as improve how teachers differentiate classroom instruction, enrichment, and interventions. Imagine a hedge maze. Students enter the class together, but how each student experiences their learning is completely different. Embedding differentiation practices through choice, enrichment, multiple perspectives, and a variety of instructional methods, teachers guide students to accelerate their individual learning.



Language and Literature 6

Grade 6
Every Day

This course encourages students to appreciate and analyze a wide range of texts. In this new integrated course, challenges will be offered throughout the units. Students will be able to choose differentiated options for ways of showing learning throughout the year. This engaging Language and Literature course has a reading focus. We will also develop listening, speaking, and writing skills as a tool to communicate and connect learning. Reading experiences may include, but not be limited to: literature circles, whole-class novel studies, short stories, historical and current event articles, and independent reading. Both fiction and informational texts will be used to help students develop and identify relevant details. Skills and knowledge developed in this course include: citing textual evidence, elements of fiction, providing relevant details to support conclusions, comparing and contrasting ideas, summarizing, identifying themes, and more.



Language and Literature Department

Language and Literature 7

Grade 7
Every Day

This course focuses on reading and writing skills through in-depth, critical analysis of a variety of text. In this new integrated course, challenges will be offered unit to unit, and possibly even assignment to assignment. Students will be able to choose differentiated options for texts and ways of showing learning throughout the year. Students consider the multiple perspectives presented in nonfiction, short stories, poetry, drama, class novels and independent reading. Students write in a variety of genres, with a particular focus on paragraph structure and multi-paragraph essay writing. Students also select topics of personal interest to develop additional research and speaking skills. Knowledge and skills developed in this course incorporates word study and using multiple meanings of words to construct meaning. Students will learn how to quote texts accurately, identify relevant details that support conclusions, use evidence to justify interpretations of meaning, analyze symbolism, recall cause/effect relationships, make inferences, and recognize how an author's choice can impact style and tone.

Advanced Language and Literature 7

Grade 7
Every Day

This Advanced course offers a faster-paced version of 7th Grade Language and Literature with greater depth. This class will involve more discussions and assignments that require abstract thinking and independent learning.

This course focuses on reading and writing skills through in-depth, critical analysis of a variety of text. Students consider the multiple perspectives presented in non-fiction, short stories, poetry, drama, class novels and independent reading. Students write in a variety of genres, including multi-paragraph writing. This advanced course covers more material, has more homework, and advanced reading and writing skills are assumed. Students select topics of personal interest to develop research and speaking skills. Knowledge and skills developed include word study and using multiple meanings of words to construct meaning, quoting texts accurately, analyzing relevant details to support logical conclusions, using evidence to synthesize interpretations of meaning, and evaluating an author's purpose.

Language and Literature 8

Grade 8
Every Day

The main focus of this comprehensive course is making meaning from a wide variety of texts and consideration of multiple perspectives presented in informational text, short stories, poetry, drama, class novels and independent reading. In this new integrated course, challenges will be offered unit to unit, and possibly even assignment to assignment. Students will be able to choose differentiated options for texts and ways of showing learning throughout the year. Students will also experience extensive writing including: argumentation, expository, narrative, and creative writing. This course will begin to develop abstract, higher order literacy skills. Vocabulary will be at and above the 8th grade level. Knowledge and skills developed in this course include recognizing multiple meanings of a word or phrase to construct meaning, using relevant details to support conclusions, analysis of similarities and differences among ideas and events within and across texts, recognizing how an author's choice impacts style, and using evidence to justify interpretations of meaning.

Advanced Language and Literature 8

Grade 8
Every Day

This Advanced course offers a faster-paced version of 8th Grade Language and Literature with greater depth. This class will involve more discussions and assignments that require abstract thinking and independent learning.

The main focus of this comprehensive course is making meaning from a wide variety of texts and consideration of multiple perspectives presented in informational text, short stories, poetry, drama, class novels and independent reading. This advanced course covers more material, has more homework, and advanced reading and writing skills are assumed. This course continues to develop abstract, higher order literacy skills. Vocabulary introduced will include college prep words, going far above the 8th grade level. Knowledge and skills developed in this course include analyzing relevant details from text to support conclusions, effectively paraphrasing complex text, using evidence from text to synthesize interpretations, evaluating author's purpose(s) within and across text(s), and using evidence to analyze author's choices.



Language & Literature Department

Digital Storytelling

Grades 6

Alternate Day

Digital stories are multimedia productions that can combine photographs, video, animation, sound, music, text, and a narrative voice. When students are able to participate in the multiple steps of designing, creating, and presenting their own digital stories, they can build several literacy skills. These skills include the following: research skills, writing skills, and organization skills by managing the scope of the project within a time constraint. Technology skills can be gained through learning to use a variety of tools, such as Google, WeVideo, PowToons, QuickTime, etc. Inquiry and thinking are key IB learner profile attributes that will be reinforced through this course.

Film Studies

Grades 7, 8

Alternate Day

Film Studies is a course that explores all aspects of cinema. Topics covered include the vocabulary of cinema, screenwriting, directing, filming, and the messaging behind and within films. Students will view many full-length films and film clips throughout the year and discuss why and how those films were created, as well as the techniques used to achieve certain effects. The class may explore some mature topics and will watch films and film clips that are rated PG-13. A release will need to be signed for viewing PG-13 movies. The course culminates in students creating their own film, going through the process from storyboarding, acting, filming, and editing.

Humanities

Grades 6, 7, 8

Alternate Day

This course will integrate advanced curriculum in Language & Literature as well as Individuals & Society. This course is designed to meet the unique needs of exceptional readers and critical thinkers. Students will be encouraged to pose questions about the world as they engage in learning through history, literature, and philosophy. They will be instructed to apply the knowledge they gain, making contemporary connections to historic philosophies and themes. Over time, students will develop a critical and dynamic world view that provides deeper understanding, respect for alternative perspectives, and skills for leadership.

Fantasy Literature & Society

Grades 7, 8

Alternate Day

Fantasy literature is set in imaginary universes. These imaginary universes have their own rules and realities, a carefully structured storytelling device that presents opportunities and challenges to the traditional elements of fiction. Often, these imaginary universes are created in order to explore and comment on particular elements of the real world: war, race, gender, religion, and environment. In this class, we will explore both the craft of creating a fantasy universe and the social commentary in aspects of the genre, including both classic and modern stories, science fiction, and comic books. The class will explore mature topics and a release will need to be signed for viewing PG-13 movies. Students should expect 50 pages a week of out of class reading.

Prerequisite: read the first four Harry Potter books; be ready to begin with reading book five, "Harry Potter and the Order of the Phoenix" in the fall.



Math Department

Math Acceleration at St. Louis Park Middle School

Most students are best served in the grade level mathematics course. In select circumstances, a student may be better served with a single subject acceleration in math. A student who might be better served by a single subject acceleration in math is one who has already mastered the material of the grade above, demonstrates maturity in school settings, and is intrinsically motivated to persist with mathematics as they see and value math in the world around them.

Given the nature of mathematics, the concepts build upon one another. Pre-Algebra I introduces many new topics that have not been explored in previous grade levels. Pre-Algebra II builds upon Pre-Algebra I – the topics in the second course are closely related to the first course. All students have the option to experience topics in Pre-Algebra II during Pre-Algebra I in connection with the Talent Development extension and enrichment opportunities. Therefore, the optimal time to consider acceleration is after Pre-Algebra I.

The trajectory of most students at the middle school will be Pre-Algebra I, Pre-Algebra II, Algebra and then Geometry at the high school. The students who accelerate will have a pathway of Pre-Algebra I, Algebra, and Geometry at the Middle School before going to the high school.

All students will have the opportunity to take one college level math course at the high school. For the students who accelerate a grade level, they will have the opportunity to take two college level math courses at the high school.

Math Acceleration Criteria:

85% or higher on the 7th Grade Summative Exam

Timelines and Communication:

- **January/February:** Registration information shared and students register for classes. Contact your child's math teacher or Math Department Chair, Kelsie Leonard (leonard.kelsie@slpschools.org) to receive information about acceleration options.
- **February:** Communication sent home about selected class option and upcoming testing/file review to determine appropriateness of acceleration.
- **April/May:** Testing and file review completed by data team.
- **May/June:** Communication sent home about results of testing/file review and state class for the next school year.





Math Department

Pre-Algebra I

Grade 6
Every Day

Students enrolled in this rigorous course will experience a complex instructional approach to learning mathematics. With this approach, students will work in groups to ask questions, explain ideas, justify their work, and consider multiple perspectives.

The main topics of study include:

- Factors and multiples
- Operating with ratios, fractions, decimals, and percentages
- Concept of a variable and multiple ways to represent situations
- Calculating theoretical and experimental probabilities

Pre-Algebra II

Grade 7
Every Day

Students enrolled in this rigorous course will experience a complex instructional approach to learning mathematics. With this approach, students will work in groups to ask questions, explain ideas, justify their work, and consider multiple perspectives.

The main topics of study include:

- Positive and Negative Rational Number Operations
- Proportional Reasoning

These two main ideas are studied from the perspective of:

- Similar Figures
- Multiple Representations of Linear Relationships
- Direct Variation
- Solving Multi-Step Equations
- Circle Properties
- Probability

Algebra

Grade 8
Every Day

Students enrolled in this rigorous course will experience a complex instructional approach to learning mathematics. With this approach, students will work in groups to ask questions, explain ideas, justify their work, and consider multiple perspectives.

The main topics of study include:

- Scientific notation, exponent rules, irrational numbers
- Linear algebra, functions, solving equations and inequalities, systems of equations, arithmetic and geometric sequences
- Pythagorean Theorem
- Scatterplots and line of best fit

Geometry

Grade 8
Every Day

Pre-requisite course: Algebra

Students enrolled in this rigorous course will experience a complex instructional approach to learning mathematics. With this approach, students will work in groups to ask questions, explain ideas, justify their work, and consider multiple perspectives.

The 8th grade Geometry course covers MN high school standards. There is an equal weight given to geometric concepts, proof, and using algebra skills to solve geometric problems. Students should enter this class with a strong background in algebra concepts including quadratics and linear systems.

Theater Tech Design

Grades 6, 7, 8
Alternate Day

Become an expert on what goes on behind the curtain for theater productions. Students will learn about set, sound, lighting, lighting design, budgeting, and how math is a vital piece to all of it! Students will work on supporting shows throughout the school year including Musical Theater Choir. Math topics that will be applied are positive and negative number operations, ratios and scale factors, calculations with weights and heights, logic, and the connections to science, art, and technology.



Music Department

Beginning Band

Grade 6, 7, 8

Alternate Day

This multi-grade class is for students who have never played a musical instrument before and would like to learn how to play a brass, woodwind, or percussion instrument. Students will have the opportunity to try out the different band instruments and choose one that they would like to study. Students will learn the fundamentals of music as well as the beginning fundamentals of instrument musicianship. Students will develop note reading and rhythm skills. Throughout the year, there will be performance opportunities for the students and a chance for them to show what they have learned.

Participation in band requires a commitment to playing in class and outside of the school day. Students who are in Band 6, Band 7, or Band 8 who are interested in learning an additional band instrument are encouraged to register for Beginning Band as a 2nd elective.

Band 6

Grade 6

Alternate Day

This class is for students who would like to learn to play a brass, woodwind or percussion instrument. In this course, a variety of musical literature will be studied and students will have multiple performance experiences throughout the year. The fundamentals of instrumental musicianship will be reviewed and emphasized throughout the course. Students will develop their note reading and rhythmic skills while focusing on tone production and instrument technique. Members of this class often will perform with the other bands in their concerts. Practice at home is required in order to be at performance level.

Participation requires a commitment to performing both in class and outside of the school day

Band 7

Grade 7

Alternate Day

This band consists of students who have previous experience playing a brass, woodwind or percussion instrument. In this course, a variety of music literature will be studied and all students will have multiple performance experiences each year. Assessments will include both formative and summative performance skill assessments, quarterly music playing exams and some written assessments. Practice at home is required in order to be at performance level.

Participation requires a commitment to performing both in class and outside of the school day.





Music Department

Band 8

Grade 8

Alternate Day

This band consists of students who have previous experience playing a brass, woodwind or percussion instrument. Students will get a chance to sharpen their instrumental skills through challenging music and performances. The Advanced Band may also be selected to represent the St. Louis Park School District at various community events and contests. Assessments will include both formative and summative performance assessments, quarterly music playing exams, and some written assessments.

Practice at home is required in order to be at performance level. Participation requires a commitment to performing both in class and outside of the school day, including festivals and concerts.

Choir 6

Grade 6

Alternate Day

This class is for students who would like to sing and continue to develop vocal skills. No previous experience is necessary. Choir is an upbeat course where students work together as a team to develop their singing skills. Choir members will work on vocal technique, rehearsal skills, and be given a well-rounded background in music fundamentals. Each student will develop independent singing and reading skills to attain a high level of musicianship and confidence. There will be opportunities for performances throughout the year.

Participation requires a commitment to performing both in class and outside of the school day.

Choir 7

Grade 7

Alternate Day

This choir consists of students who have previous experience singing in a beginning choir. Students will get the chance to improve their vocal skills while emphasizing the basics of proper techniques. Choir is an ensemble-based course in which students work together as a team to develop their vocal skills. Choir members will work on proper vocal technique, rehearsal skills and will be given a well-rounded background in music fundamentals. Each student will develop independent singing and reading skills to attain a high level of musicianship and confidence. There will be several opportunities for performances each year.

Participation requires a commitment to performing in class and outside of the school day.

Choir 8

Grade 8

Alternate Day

This choir consists of students who have previous experience singing in a beginning, intermediate or advanced choir, and advanced choral students who wish to explore singing in select small ensembles formed within the class. Students will get a chance to sharpen their vocal skills through challenging music and performances. Choir members will work on proper vocal technique and rehearsal skills and will be given a well-rounded background in music fundamentals. Each student will develop independent singing and reading skills to attain a high level of musicianship and confidence.

Participation requires a commitment to performing both in class and outside of the school day.



Music Department

Orchestra: String Methods

Grade 6, 7, 8
Alternate Day

String methods is a multi-grade orchestra class which is open to students grades 6, 7, and 8 with no previous experience required. Students will have opportunities to learn how to play the various instruments in the String family: Violin, Viola, Cello, and the String Bass, before selecting what they would like to play as their main instrument. In this class we will learn fundamental performance skills, instrumental techniques, and develop our ability to read music. Throughout the year there will be performance opportunities where students will be able to showcase the skills they develop in this course.

Participation in Orchestra requires a commitment to playing in class, as well as practicing at home.

Orchestra 6

Grade 6
Alternate Day

Prerequisite: 2 or more years of string instructions.

In this course, a variety of orchestral literature will be studied and students will have multiple performance experiences throughout the year. The fundamentals of instrumental musicianship will be reviewed and emphasized throughout the course. Students will develop their note reading and rhythmic skills while focusing on tone production and bowing technique. Assessments will include both formative and summative performance skill assessment. Members of this class often will perform with the other orchestras in their concerts.

Participation requires a commitment to performing both in class and outside of the school day.

Orchestra 7

Grade 7
Alternate Day

Prerequisite: 3 or more years of string instructions.

In Orchestra 7, students will have the opportunity to improve technique while emphasizing basics. Using a variety of musical literature, the fundamentals of instrumental musicianship will be reviewed and emphasized throughout the course. In seventh grade, students will continue to develop their rhythmic skills while focusing on intonation, tone production, and bowing techniques. They will also have an introduction to more advanced techniques, such as shifting and vibrato. Practice at home is required in order to be at performance level. Participation requires a commitment to performing both in class and outside of the school day.

Orchestra 8

Grade 8
Alternate Day

Prerequisite: 4 or more years of string instructions.

This is an intermediate orchestra focused on developing students into advanced instrumentalists. This orchestra will continue to build on fundamental skills students learned their first few years of playing through the use of exercises not limited to scales, arpeggios, intervals, as well as through ear training. The repertoire selected will help students develop their understanding and interpretation of music. Students will be given several formatives and one summative assessment each quarter to help them keep track of their progress as a musician. While in 8th grade orchestra, students may have opportunities to perform with the St. Louis Park High School orchestra. Through the rigorous training in 8th grade orchestra, students should be ready to enter into any high school orchestra should they choose. Practice is required in this course. All concerts are required.



Music Department

Guitar/World Drumming 6

Grade 6

Alternate Day

Guitar Class provides students an opportunity to explore the fundamentals of guitar performance; reading traditional notation, understanding the musical concepts of melody, harmony, rhythm, and form and to develop a deeper appreciation for all styles of music and music as art. Students will learn the application of the music alphabet to the entire fret board, learn to read music notation, and memorize basic chord fingerings and chord progressions.

World Drumming is designed to introduce students to a fundamental understanding of elements of music and rhythm while exploring ways to create music on ordinary household items, as well as the roles of music in society and culture through performance on African, Latin, and Native American percussion instruments.

Participation requires a commitment to performing both in class and outside of the school day” at the end.

Guitar/World Drumming 7

Grade 7

Alternative Day

Guitar Class provides students an opportunity to explore the fundamentals of guitar performance; reading traditional notation, understanding the musical concepts of melody, harmony, rhythm and form. Students will learn the application of the music alphabet to the entire fret board, learn to read music notation, and memorize basic chord fingerings and chord progressions. They will learn several strumming and finger techniques for accompanying songs. World Drumming students will be learning basic percussion techniques including proper playing position, music notation, music theory, and performance skills as they learn excerpts and songs through curriculum such as World Music Drumming and a Drum Circle Handbook.

Participation requires a commitment to performing both in class and outside of the school day” at the end.

Guitar/World Drumming 8

Grade 8

Alternate Day

This class provides students an opportunity to explore the fundamentals of guitar performance; reading traditional notation, understanding the musical concepts of melody, harmony, rhythm, and form. Students will learn the application of the music alphabet to the entire fret board; learn to read music notation, and memorize basic chord fingerings and chord progressions. They will learn several strumming and finger techniques for accompanying songs.

World Drumming is designed to introduce students to an intermediate understanding of elements of music and rhythm while exploring ways to create music on ordinary household items, as well as the roles of music in society and culture through performance on African, Latin, and Native American percussion instruments.

Participation requires a commitment to performing both in class and outside of the school day” at the end.

Musical Theatre Choir

Grades 6, 7, 8

Alternate Day

Within the academic year, students will explore music, theatre, and dance as well as the visual arts by participating in the production of a pre-written musical. The musical will be learned, rehearsed, and staged during class and result in public performances during the first semester of the year. Creativity will be stressed and developed while students learn basic techniques common to all of the arts. During the alternate semester, students will assist in selecting choral music to be learned, rehearsed, and performed in a musical that they will write, direct, choreograph, costume, and perform. Students will be expected to attend & perform at concerts and shows outside regular school hours.



Physical Education Department

Health Education is required by IB and State Standards to be no less than 25% of Physical/Health Education Curriculum.

Physical Education 6

Grade 6

Alternate Day

Welcome to PE class! Students will be involved in activities that work on locomotor skills and community building. The major areas covered are large group indoor/outdoor games, pickleball, game creation, and physical fitness. Basic rules, safety, and social skills are emphasized in all areas of this course. Two health units highlight personal wellness and nutrition.

Physical Education 7

Grade 7

Alternate Day

This class provides opportunities for social and physical development through the lens of “good sportspersonship.” Individual growth and development are encouraged through participation in daily physical fitness and badminton. Team concepts are investigated through the class units of basketball, touch football, and small group dance creation. Two health units, substance abuse and puberty will be taught during the school year in this class.

Physical Education 8

Grade 8

Alternate Day

Students will work with classmates to develop a sense of “team” in this class. They will accomplish this through the activities of ultimate frisbee, volleyball, softball, outdoor recreation games as well as personal strength and conditioning training. Safety concepts, rules, and etiquette will be emphasized in all activities. The two health units this year focus on nutrition/fitness and pregnancy/birth.

Recreational Sports

Grade 6

Alternate Day

Students will achieve extra opportunities for daily movement with this high-energy class. Multiple lifetime and recreational activities will be offered. Activities will be competitive and non-competitive in nature and promote positive sportspersonship. Sports explored include individual, dual, and team sports such as badminton, pickleball, kickball, basketball, and snowshoeing. Get ready to move!

Competitive Sports

Grades 7, 8

Alternate Day

Do you love PE class? Do you wish for more games and activities with people who really want to play? Then this class is for you. Competitive sports activities will promote high levels of exertion and stamina. Students will use knowledge, strategies, and past-learned skills to compete in competitive sports and activities in greater depth. Students will be challenged to move and interact competitively with others. Class activities include: soccer, football, basketball, tennis, volleyball, pickleball, large group games, and badminton.

Conditioning and Strength

Grades 7, 8

Alternate Day

This class is for the student that wants to take their athletic experience to the next level. Activities are designed to improve physical performance on National Fitness Standards and the components of fitness to give a competitive advantage to athletes. Students will be engaged in a moderate to vigorous workout each day to help develop students’ knowledge of strength training and conditioning to improve their health and well being. Activities include lifting in the weight room, cardiovascular training, plyometrics, stretching, and nutrition.



Science Department

Science 6/ESP Science 6*

Grade 6
Every Day

Science 6 is a yearlong **earth science** course with emphasis on earth and space systems, climate science, environmental awareness, and the engineering design process. This inquiry-based curriculum will provide hands-on investigations for a variety of engaging topics including: geology, weather & climate, resources, human impacts & sustainability, and the Earth's place in the universe. Regular attendance is critical for success in science class.

**ESP (Extended Spanish Program) Science 6 is taught in Spanish*

Science 7

Grade 7
Every Day

Science 7 is a yearlong **life science** course with an emphasis on the structure of living things and the connections they have with their surrounding environment. Students will also explore their own human impact on the environment. This inquiry-based curriculum will provide hands-on experiences for a variety of engaging topics including: scientific method, cells, body systems, diseases, genetics, and ecology. Regular attendance is critical for success in science class.

Science 8

Grade 8
Every Day

Science 8 is a yearlong **physical science** course with an emphasis on energy, matter & its interactions, motion & stability, and waves & their applications. Inquiry-based learning investigations will provide hands-on experiences for a variety of engaging topics during the school year. This course serves as preparation for success in the high school science courses and offers a rigorous curriculum. Regular attendance is critical for success in science class.

MN Outdoors

Grades 6, 7, 8
Alternate Day

MN Outdoors is a class that combines Minnesota natural history, ecology, and environmental sciences through projects, activities and outdoor experiences. This will be a very active, hands-on class! Students should be ready to move, try new things, be creative, and have fun! Students will also be required to wear clothing appropriate to the weather and activity we are doing - they will get prior notice of any special clothing requirements, but they should be prepared to be outside every day. Topics covered: outdoor recreation, MN natural history/ecology, early American skills, biodiversity, and habitats in our community.





Science

Introduction to Zoology

Grades 7, 8
Alternate Day

Introduction to Zoology is an alternate day course designed to introduce students to a variety of basic concepts. This course will focus on topics such as animal behavior, animal classification, comparative anatomy, basic dissection, and the zoological world in general. This course is designed so that students explore new topics, develop an understanding of the concepts presented in class, and then apply their knowledge in labs and projects. Basic biological principles will be used to help understand the concepts.

Forensic Science

Grades 6, 7, 8
Alternate Day

See science through the eyes of a crime scene investigator. Forensic Science is an alternate day course designed for students to explore various areas of forensic biology and crime scene investigation. Topics include DNA structure and analysis, analysis of skeletal evidence, biological trace evidence, blood and other body fluids, fingerprinting, and an overview of the human organ systems connected to these kinds of evidence.



Study

Study

Grades 6, 7, 8
Alternate Day

The study class is intended to meet the needs of students who seek a quiet environment in which to individually complete assignments. Students are expected to arrive in class with work to complete, a book to read, or some other appropriate individual activity to do.



Visual Arts Department

Ceramics and Sculpture

Grade 7, 8
Alternate Day

This course provides students the opportunity to explore 3D design through the creation of clay and mixed media sculptures with a focus on aesthetics and art history. Activities include making ceramic bowls, coil pots, and large-scale papier-mâché sculptures. This course will introduce students to core 3D design concepts while allowing them to turn their ideas into hand-built projects they will be able to take home. Students may take this class for one year or for both years, building upon prior skills.

Digital Illustration

Grades 7, 8
Alternate Day

Students will learn two different adobe programs: Photoshop (photos/pixel based), Illustrator (drawing/vector based). Each project will build knowledge to create more complex designs and artwork that are influenced by culture and environment. Through the art cycle and technology experiences, students will develop skills and problem solving solutions to create physical products. Students may take this class for one year or both years, building upon prior skills.

Exploring Art

Grade 6
Alternate Day

This course encompasses broad visual art experiences. It is designed to build knowledge of art and art history to create an awareness of visual arts within the world. Students will also examine various cultures and artists, and develop techniques for creating and understanding artworks. Students will experience a variety of art mediums which will include drawing, painting, weaving, and more.

Digital Photography

Grades 7, 8
Alternate Day

This course teaches students how to use a point-and-shoot camera to produce photographs that move beyond ordinary snapshots. Students will explore photography, basics like the rule of thirds, framing, photo editing and how to manage a digital portfolio. Students will experiment with a variety of compositional techniques and types of photography in both an indoor and outdoor classroom setting. Students may take this class for one year or for both years, building upon prior skills.

Painting and Illustration

Grades 7, 8
Alternate Day

Explore the world of painting and illustration through the elements and principals of design. Students will explore a variety of subject matter and examine various cultures and artists. They will develop techniques for creating and understanding artworks. This class will be working in a variety of media including pencil, colored pencil, chalk pastel, oil pastel, tempera, and acrylic paint on canvas. Students may take this class for one year or for both years, building upon prior skills.



Note: All students are required to take one visual arts course during their middle school years.



Additional Information

Library Media Program

The primary purpose of the Library Media Program is to create lifelong learners, readers, and library users. Library media staff work with students and staff to ensure efficient access, effective evaluation, and responsible use of information and ideas. The library media specialist partners with teachers to plan and facilitate instruction that nurtures development of information literacy skills and stimulates reading. In addition to a current collection of print materials, the library media center provides a variety of electronic resources for personal productivity and multi-media production. These services and resources are available throughout the school day as well as before and after school.

Special Education

St. Louis Park Public Schools is committed to providing educational opportunities to all students, including those with disabilities. We carry out the obligations of state and federal laws within our schools and community. Special education services are provided for students based upon their educational needs. Their individual education plan (IEP) provides a framework for meeting those needs. All teachers receive a copy of the IEP and work collaboratively to meet the educational needs of the students.

Some of the Special Education Classes and Services include:

- Language Arts
- Math Skills
- Skills Development
- Social Emotional Learning
- Alternative Instruction in Language & Literature, Math, and Science
- Life Skills Instruction in Reading, Math, Individuals and Societies, Science, and Vocational Skills
- Social Work
- Speech/Language
- Occupational Therapy
- Deaf/Hard of Hearing and Audiology, Visual, and Physical Impairment Support

Multilingual Learners

St. Louis Park Middle School values our community of diverse learners. The goal of the Multilingual Learners program is to develop students' academic English language proficiency so they can access the content and fully participate in their grade level classes. Service and support decisions are made based on the individual student's strengths and needs. Students in the ML Program:

- Speak languages other than English at home
- Are born in the U.S. or have come to the U.S. at some point during their schooling
- Participate in the ACCESS test each year to measure their academic English language development
- Are in co-taught core content classes and/or English Language Development classes depending on proficiency level

Talent Development

At St. Louis Park Middle School, we believe every student comes into our classrooms having skills, gifts, brilliance, and knowledge. We want students to be able to develop, apply, and cultivate their brilliance and have it recognized. Research and suggested practices support that programming that develops students is best done through enrichment-based and integrated learning opportunities. As we develop this approach, all students will have access to multiple pathways of education through identity, skills, criticality, intellect, and joy. This is done through individual student extensions and enrichments, allowing them to develop passion projects that extend their learning in multiple and interdisciplinary ways. The goal is to deepen complexity, instead of quantity, of work.

- Extension activities: learning experiences that take students' understanding to a deeper level or on the next level of learning progression
- Enrichment projects: culturally relevant, possibly interdisciplinary projects that may result in action
- Advisory: develop grade level themes through legacy projects, action projects, and community projects, student leadership opportunities



Additional Information

Activities, Clubs & Athletics

It is our belief that students should have the opportunity to participate in activities outside of the academic program. Sports are offered after school until 5:30 p.m. Bus transportation is available. Activities may be dropped or added depending on student request/involvement and available adult leadership. Athletics are coordinated through the Middle School Athletic Coordinator, Derek Wennerberg, wennerberg.derek@slpschools.org.

The following clubs, activities, and athletics are offered at St. Louis Park Middle School:

Clubs and Activities

- Musical
- Jazz Band
- Student Action Team
- Yearbook Club
- Chamber Orchestra
- Winter Play
- Select Choir
- Math Team
- Bowling Club
- Quiz Bowl Teams
- Spring Musical

Athletics

Fall

- Football (7/8)
- Soccer
- Girls' Tennis
- Girls' Swimming
- Girls' Volleyball
- Cross-Country Running*

Winter

- Basketball
- Girls' Hockey*
- Girls' Gymnastics*
- Boys' Swimming*
- Nordic Skiing*

Spring

- Track and Field
- Boys' Tennis
- Girls' Lacrosse 7/8
- Girls' Softball*
- Boys' Baseball*
- Girls' Synchronized Swimming*

* High school sport opportunity offered to 7-12 graders. Athletes interested in sports not offered at the Middle School may tryout for high school teams.

All students who plan on participating in St. Louis Park athletics must have a current physical on file in the health office before participation in chosen sport.



Student Services

The Student Services Department exists to support students and is composed of a dean at each grade level, a school counselor, social workers, a police liaison officer and grade-level coordinators. Your primary contact in the Student Services Office is your child's grade-level Dean of Students. Deans act as a bridge to your child's teachers and can facilitate problem-solving conferences with parents, staff and students. They can also connect students and families to other resources within the building. Student Services staff are available to assist students in a variety of areas including general counseling, academic advising, attendance issues, discipline and conflict mediation.





About the IB Middle Years Programme (IB-MYP)

The IB continuum of international education, for students aged 3 to 19, is unique because of its academic and personal rigour, challenging students to excel in their studies and personal growth.

The IB aims to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

The IB offers high-quality programmes of international education that share a powerful vision. An IB education:

- **focuses on learners** – the IB's student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- **develops effective approaches to teaching and learning** – IB Programmes help students to develop the attitudes and skills they need for both academic and personal success
- **works within global contexts** – IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- **explores significant content** – IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

Informed by values described in the learner profile, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

What is the IB Middle Years Programme (MYP)?

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Certificate (IBCC).

The IB Middle Years Programme:

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups
- requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others
- empowers students to participate in service within the community
- helps to prepare students for further education, the workplace and a lifetime of learning.



The Curriculum

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design.

Student study is supported by a minimum of 50 hours of instruction per subject group in each academic year. In years 4 and 5, students have the option to take courses from six of the eight subject groups, which provides greater flexibility.

The MYP: a Unique Approach, Relevant for a Global Society

The MYP aims to help students develop their personal understanding, their emerging sense of self, and responsibility in their community.

MYP teachers organize the curriculum with appropriate attention to:

- **Teaching and learning in context.** Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges, and what it means to be internationally minded.
- **Conceptual understanding.** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance, and examine knowledge holistically.



MYP Projects

MYP projects provide students the opportunity to demonstrate what they have learned in the MYP. In schools that include MYP years 5, all students must complete the personal project. In programmes that include MYP years 4 or 5, schools may offer students the opportunity to do both the community project and the personal project. In schools that include MYP year 3 or 4, students must complete the community project.

- The **community project** encourages students to explore their right and responsibility to implement service as action in the community. Students may complete the community project individually or in small groups.
- Each student develops a **personal project** independently, producing a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent work.

IB Quality Assurance

Any school, or group of schools, wishing to offer one or more IB programme must first be authorized to do so by the IB organization.

The requirements are the same for all schools, and the procedure is designed to ensure that schools are well-prepared to implement the programme(s) successfully. All IB World Schools are required to participate in an ongoing process of review and development, using the same programme standards and practices.

Services and Support for Schools

As part of its ongoing commitment to the development of a highly skilled global learning community, the IB provides a wide range of high-quality professional development opportunities to help new and experienced school leaders and educators understand, support and successfully deliver IB Programmes. To further support

professional development, IB educator certificates and IB leadership certificates are offered for completing an IB recognized course of study offered by a network of higher education institutions.

School leaders and educators can also serve as IB workshop leaders, school visitors, consultants, examiners, moderators or curriculum developers. Other ways to participate in the IB community include sharing good practices in the online IB Journal of Teaching Practice and through blogs and other social media networks. Other IB services include: access to curriculum materials and related publications, marketing support, networking opportunities, and assistance with university and government recognition.

Assessment in the MYP: Rigorous Criteria, Applied Consistently Worldwide

MYP assessment standards are consistent around the world. In order to maintain the rigour for which the IB is renowned, the MYP assessment model is criterion-related. Teachers structure varied and valid assessment tasks so that students can demonstrate achievement according to objectives defined by the IB. Tasks are assessed against established criteria, not against the work of other students.

A good curriculum develops a range of student skills. The MYP encourages teachers to assess this acquired skill set, including how to succeed in written examinations. Typical MYP assessment tasks include open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis, and reflection. MYP assessment is carried out by teachers, according to the criteria defined by the IB.



MYP Assessment from 2016

Along with the introduction of mandatory moderation of the personal project, 2016 saw a change in the optional external assessment for the MYP. The new optional MYP eAssessment provides external evaluation for students in MYP year 5 (15–16 years old) that leads to the internationally recognized IB MYP certificate and IB MYP course results.

MYP eAssessment represents a balanced, appropriately challenging model that comprises examinations and coursework.

Two-hour examinations in four subject groups (language and literature, sciences, mathematics, individuals and societies) and in interdisciplinary learning are individually marked by IB examiners. Portfolios of student work for four subject groups (language acquisition, physical and health education, arts, and design) are moderated by IB examiners to international standards.

These innovative assessments focus on conceptual understanding and the ability to apply knowledge in complex, unfamiliar situations. They offer robust and reliable assessment of student achievement in the MYP.



**St. Louis Park
Middle School**

Grades 6-8

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School Start/End Times

Start: 9:05 a.m.
End: 3:52 p.m.