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**2018 – 2019**

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Dear Parents, Students and Staff:

Welcome to Skyline Middle School! This handbook has been prepared to help our parents, students and staff become familiar with our school. It includes information about our staff, philosophy, program, practices, policies and expectations that together will help us have a great year.

The Skyline Middle School staff is dedicated to serving you and your family. Each member of our staff has been working hard to provide a learning environment that is positive, engaging, rigorous, enthusiastic and caring. We especially welcome sixth grade students and students new to our school.

It is a student's right to be educated in a physically and emotionally safe environment. As in any functional society or community there are responsibilities that accompany these rights. Particular student behaviors are expected in order to create and maintain this safe learning environment. It is important that each of us demonstrates a standard of conduct which exemplifies a respect for self, others and property. This handbook details those responsibilities of students and families.

It is intended that the policies, procedures, and regulations of the State Board and the local board be reflected in our handbook. This handbook complements the Harrisonburg City Public Schools system-wide handbook entitled, "Students, Parents, and the School: A Partnership in Responsibility". Both handbooks implement the School Board policy manuals that are available online at [www.harrisonburg.k12.va.us](http://www.harrisonburg.k12.va.us).

Essential to the success of any organization is communication and collaboration. We invite parents to be involved with their children's education through the PTO, following up on student homework, helping at school, holding conferences with teachers, attending school functions, and emphasizing the value of education. We look forward to working with you to help each individual Skyline Falcon SOAR to success!

Sincerely,

Daniel Kirwan  
Principal

**Skyline Middle School Faculty and Staff**

Mr. Daniel Kirwan	Principal
Ms. Tracey Long	Assistant Principal
Mr. Anthony Hill	Dean of Students
Ms. Julie Liss	Administrative Secretary
Mr. Tony Fajardo	Home/School Liaison - Spanish
Ms. Regina Klemt	Bookkeeper
Ms. Zanda Dean	Office Secretary
Ms. Anita Adjetey	Counselor
Ms. Amy Powers	Counselor
Ms. Sarah Wisor	Counselor
Ms. Janet Barillas	Counseling Center Secretary

**Language Arts**

Mr. John Hostetter	6 <sup>th</sup> Grade
Ms. Joy Luna	6 <sup>th</sup> Grade
Ms. Erin Morris	6 <sup>th</sup> Grade
Ms. Jessica Noe	6 <sup>th</sup> Grade
Ms. Brittany Brunner	7 <sup>th</sup> Grade
Ms. Emily Clatterbuck	7 <sup>th</sup> Grade
Mr. Brendan Erb	7 <sup>th</sup> Grade
Ms. April Detamore	8 <sup>th</sup> Grade
Ms. Jeanine Maddox	8 <sup>th</sup> Grade
Ms. Angela McClure	8 <sup>th</sup> Grade

**Mathematics**

Ms. Katie Box	6 <sup>th</sup> Grade
Mr. Tyler Fulford	6 <sup>th</sup> Grade
Ms. Katie Shull	6 <sup>th</sup> Grade
Ms. Adrian Zwanzig	6 <sup>th</sup> Grade
Ms. Brianna Biggs	7 <sup>th</sup> Grade
Ms. Janae Kauffman	7 <sup>th</sup> Grade
Mr. Ron Perry	7 <sup>th</sup> /8 <sup>th</sup> Grade
Ms. Jessica Pyle	7 <sup>th</sup> /8 <sup>th</sup> Grade
Ms. Faye Obenschain	7 <sup>th</sup> /8 <sup>th</sup> Grade
Ms. Monica Stringham	7 <sup>th</sup> /8 <sup>th</sup> Grade

**Science**

Ms. Deniece Frye	6 <sup>th</sup> Grade
Ms. Virginia Healey	6 <sup>th</sup> Grade
Ms. Emily Sheahan	6 <sup>th</sup> Grade
Ms. Estefania Cruz	6 <sup>th</sup> Grade/Dual Language
Mr. Dwight Huyard	7 <sup>th</sup> Grade
Ms. Ashley Lambert	7 <sup>th</sup> Grade/STEM

Ms. Lauren McGurn	7 <sup>th</sup> Grade
Ms. Hannah Blair	8 <sup>th</sup> Grade
Ms. Sarah Mitch	7 <sup>th</sup> /8 <sup>th</sup> Grade
Mr. Jeff Peake	8 <sup>th</sup> Grade/STEM
Ms. Patty Watson	8 <sup>th</sup> Grade/STEM

**Social Studies**

Ms. Deniece Frye	6 <sup>th</sup> Grade
Ms. Virginia Healey	6 <sup>th</sup> Grade
Ms. Emily Sheahan	6 <sup>th</sup> Grade
Ms. Estefania Cruz	6 <sup>th</sup> Grade/Dual Language
Ms. Marta Frederick	7 <sup>th</sup> Grade/Dual Language
Ms. Krissy Dawson	7 <sup>th</sup> Grade
Ms. Jennifer Spensieri	7 <sup>th</sup> Grade
Ms. Michaela Minore	7 <sup>th</sup> /8 <sup>th</sup> Grade
Mr. Mike McClurg	8 <sup>th</sup> Grade
Mr. Ron Ornstein	8 <sup>th</sup> Grade

**Learning Resource**

Ms. Tina Crist	Instructional Assistant
Ms. Lana Daniels	Instructional Assistant
Ms. Katie Cunningham	Autism Program
Ms. Connie Ferency-Viars	LD Teacher
Mr. Dan Ferraro	LD Teacher
Ms. Debbie Figliola	LD Teacher
Ms. Rachel Fitzgerald	Instructional Assistant
Ms. Erin King	School Psychologist
Ms. Robin Kiser	Instructional Assistant
Ms. Gwen Hill	Instructional Assistant
Ms. Carrie Martell	Instructional Specialist
Ms. Olma Olay	Instructional Assistant
Ms. Donita Rhodes	School Social Worker
Ms. Julie Thurston	MD Teacher
Mr. Nathaniel Williams	LD Teacher
Ms. Julie Yoder	Speech Therapist

**Dual Language**

Ms. Estefania Cruz	6 <sup>th</sup> Grade
Ms. Marta Frederick	7 <sup>th</sup> Grade
Ms. Cesar Gonzalez	8 <sup>th</sup> Grade

**EL Staff**

Ms. Mallery Erickson  
Ms. Amanda Horne  
Ms. Terri Martin  
Ms. Emily Morris

EL Teacher  
EL Specialist  
Bridging Teacher  
Newcomer Teacher

**Health/Physical Education**

Ms. Becky Johnston  
Mr. Scott Joyner  
Mr. Todd Taylor

**Instructional Assistants**

Ms. Vickie Bennett  
Ms. Susan Bradford  
Ms. Wilma Hertzler

**Encore Team**

Ms. Nicole Gerken  
Mr. Jerry Philp  
Mr. Hans Herlan  
Ms. Rebecca Rogers  
Ms. Holly Kincaid  
Ms. Debbie Mongold  
Ms. Sandy Parks  
Ms. Niuvys Pluma Ferrer  
Ms. Marta Frederick  
Ms. Callie Randolph

Computer  
Band Director  
Technology Education  
Drama  
Art  
Choral Director  
Librarian Media  
Spanish/Foreign Language Explorations  
Spanish/Foreign Language Explorations  
Family and Consumer Sciences

**Instructional Specialist**

Ms. Judy McNett  
Ms. Kathy Quimby  
Ms. Krista Smiley  
Ms. Jenn Viola

Advancing Learning Specialist  
Reading Specialist  
Reading Specialist  
Literacy Intervention Specialist

**Technology**

Mr. Alan Quimby  
Mr. Ed Saylor

Technology Specialist  
Technology Specialist

**School Nurse**

Ms. Laura Marshall

**Custodians**

Mr. Negussie G Mariam  
Ms. Belke Pluma-Ferrer  
Ms. Lora Smith  
Mr. Ray Williams

## **HARRISONBURG CITY PUBLIC SCHOOLS MISSION STATEMENT**

Harrisonburg City Schools- **Where learning has no limits and together we work for the success of all.**

### **HARRISONBURG CITY PUBLIC SCHOOLS CORE BELIEFS**

Learning	We believe learning is the heart and soul of what we do, and that all students will learn to high levels.
Equity	We cherish and celebrate the talents, identities, and dreams of each and every student. We will never be satisfied until every student experiences access, inclusion, and success.
Excellence	We hold high expectations for all students and adults in attitude, behavior, progress, and achievement.
Together	We value meaningful collaboration with each other, parents, and the community so that every student is surrounded by advocates
Forward	We expect continuous improvement through innovation, taking risks, solving problems, having fun, and expressing joy.

### **SKYLINE MIDDLE SCHOOL MISSION STATEMENT**

Skyline Middle School is a caring community that strives to meet the academic, emotional, physical and social needs of each student, in a safe, respectful, professional and mutually supportive environment. Our students will be engaged in a culture of learning, while developing responsibility and character.

### **SKYLINE MIDDLE SCHOOL VALUES**

Skyline staff are:

- Student
- Professional
- Accountable
- Supportive
- Compassionate
- Integrity-centered
- Respectful
- Family-focused

## **SCHOOL-COMMUNITY RELATIONS**

Skyline Middle School seeks to be a focal point for learning and activities in the northeastern community of Harrisonburg. The school facilities can be used by local organizations or groups. Prior to using the facilities, request forms should be obtained from the school office and when completed, returned to the school where they will then be submitted the form to the superintendent of schools.

The school will work cooperatively with a Parent-Teacher Organization . All persons in the community are members of our P.T.O. and may actively participate whether they have children in school or not. Information regarding our P.T.O. can be obtained from the main office. There are no fees.

The P.T.O. Executive Board will meet at least once per month to plan for educational/school improvement programs with the goal of supporting our academic needs. The principal serves as the school liaison to the executive board. Parents are strongly encouraged to become active participants.

Volunteers are welcomed to support our school community. We are always looking in our P.T.O. Please contact our office at 540-434-6862 if you wish to help our school.

## **ATTENDANCE POLICIES AND PROCEDURES**

### **DAILY TIME SCHEDULE**

The school maintains a full-day schedule. It is our belief that instructional time should be protected from interruptions as much as possible. Students are expected to be on time to all classes and instruction should begin at the designated times. Parents should leave items in the office that were forgotten by students to help reduce interruptions in the classroom.

The school doors will open to students at 7:10 a.m. Children arriving between 7:10 a.m. and 7:30 a.m. will report to the auditorium, the cafeteria for breakfast, gym, library computer lab, or band room. All areas are supervised by staff.

7:10 a.m. – Teachers on morning duty arrive

7:25 a.m. – Teachers/Staff arrive

7:37 a.m. - Tardy bell

7:40 a.m. – School begins

2:45 p.m. – Student Dismissal

3:00 p.m. – Teachers/Staff, if not remaining for meetings or activities,  
may leave

### **ATTENDANCE POLICY**

Regular attendance is vital for children to be successful in their educational growth. Students are expected to attend school every day school is in session and arrive to school on time. Students not participating in field trips are not excused from school attendance. Students who attend school regularly with few absences have an educational advantage over students who are habitually tardy or absent. The responsibility for assuring regular attendance rests cooperatively with the student, parents, and school; however, parental expectations are vitally important for developing good school attendance habits. Failure to follow the attendance procedures is a violation of school rules and State law.



**Students returning to school must bring a note to the Secretary in the main office stating the reason for the absence and signed by the parent/guardian.** Failure to do so within two days will result in the absence being marked “unexcused”. The school may also require doctor notes for students with more than two unexcused absences or excessive excused absences. At the fifth unexcused absence, a parent will be required to meet with administrators or designees to develop an Attendance Improvement Plan. Parents that fail to show for the meeting will have a plan made in their absence. The next unexcused absence thereafter will result in the child and parent being referred to the Harrisonburg City Interagency Truancy Committee. Continued truancy will lead to the filing of a court petition. Families are encouraged to take vacations or trips abroad that align with the school calendar when the absences do not negatively impact the child’s education.

### **TARDY POLICY**

Tardiness causes a disruption to the student, teacher and classmates. It is the responsibility of the student to manage time wisely between classes and be prompt to class. Teachers will monitor tardiness to class and students will be expected to stay for a one hour detention upon their third tardy to a given class. Students who are habitually late to school may also have to stay after school to make up for missed class time. It is the responsibility of the parent to see that their child arrives to school on time. Because of the educational disruption caused by a student being late, we ask that the utmost attention be given to eliminating tardiness to school. A student oversleeping, missing the bus, or a parent’s failure to get their child to school on time will result in an unexcused tardy. The tardy bell rings at 7:37 a.m. Students need to be dropped off by 7:30 a.m. to have time to go to their locker and be in the classroom before the bell rings.

### **CLOSING OF SCHOOLS DUE TO SNOW AND INCLEMENT WEATHER**

The decision to close schools due to snow or inclement weather will be made by the superintendent as near 6:00 a.m. as possible. The decision will be to close schools or to open one or two hours later. The announcement will be made over the local radio stations, the local TV stations, and through an automated phone message system. When no information is given over the radio or TV stations about Harrisonburg City Schools, schools will be open.

### **RELEASE OF STUDENTS DURING THE SCHOOL DAY**

When it is necessary for a student to be excused during the school day, a parent/guardian must come to the office and follow the electronic checkout procedure which includes entering the child’s ID.lunch number. A note or call should be received in the office in the morning stating the reason for an early dismissal. Students are not permitted to leave during the school day without administrative/office knowledge. Students are not allowed to be dismissed to a relative without a parent contacting an administrator.

Early dismissal interrupts a student's instructional day. Parents are encouraged to make appointments for the student after school. It is the responsibility of the student, with the help of the parent, to see that any instruction missed while away from school is completed as required. Students will not be called to the office in advance of the parent’s arrival.

# DISCIPLINARY POLICIES AND PROCEDURES

## SKYLINE MIDDLE SCHOOL STUDENT EXPECTATIONS

*A successful student works hard and is kind to everyone.*

1. Students will respect self: Students are aware that they are important contributors to the school community. They value a positive image and good reputation. A student that respects his or her self understands that they have a responsibility to work at becoming the best individual they can become.
2. Students will respect others: Students value the importance and potential of others. This contributes to a sense of responsibility to making their school a positive place.
3. Students will respect property: Students will appropriately use and care for materials and property that exist in the school community, both personal and public.

### *Definitions of Expected Behavior*

- **Communication:** Student will listen, speak, and act with kindness and courtesy.
- **Respect for authority.** Student will listen and comply with staff instructions and school rules.
- **Appropriately Dressed:** Student dress will match the school's policy.
- **Integrity:** Student acts with honesty and self-respect. (Student does not tolerate or participate in lying, cheating, stealing, bullying and vandalism)
- **Prepared:** Student has appropriate learning materials for class (This includes text books, notebook, planner, pencils, homework, assignment notebook, other designed materials)
- **Involved:** Student is engaged in the classroom and school community in the sense that they feel safe and feel ownership of the school community and their own learning.
- **Punctual:** Student is in assigned area and ready to participate in instruction when class begins.
- **Responsible:** Student is accountable for creating and maintaining positive relationships within the school community, and making positive behavior choices.
- **Productive:** Student is generating their best work and utilizing their time well in all areas of the school community.

### CONFLICT

In the Skyline community, we solve problems through peaceful means. Violence of any sort is not appropriate. Students who engage in violent acts will have consequences. Students who encourage or watch fights and altercations without seeking help from an adult will also receive consequences. At Skyline, you are either part of the problem or part of the solution.

### BUS SAFETY/ACCIDENT

Procedures regarding bus safety and bus accidents will be covered with each student during the bi-yearly bus evacuation drills.

It is our responsibility to provide our students with an education, but riding the bus is a privilege. The bus driver has the responsibility for the safety of all students assigned to the bus. The driver can perform this responsibility only with the cooperation and courtesy of all students. It is of the utmost priority that student conduct is such that the driver can perform his/her responsibilities in the safest manner. Students are expected to comply with requests of the bus driver immediately and without arguing. Students not obeying safety rules or causing a disruption on the bus will be disciplined by the administration. Students who do not follow bus safety rules may have an assigned seat. Students who continue to misbehave may be removed from the bus for a short or long period of time. Students who misbehave continuously may be removed from the bus for the remainder of the year. If students are removed from having bus privileges, it

is the legal responsibility of the parent to see that the child attends school.

Listed below are guidelines of conduct that facilitate safe travel on the buses. For more detailed information on student transportation for Harrisonburg City Public School students, please refer to the HCPS Policy 416.

**Standards of Conduct:**

1. Students should show respect for bus drivers and other students.
2. Students are to remain seated until the bus reaches its destination and comes to a complete stop.
3. Students are to speak in a normal voice and not use profanity or other disrespectful language.
4. Vandalism to the bus will be paid by those responsible and the school board's regulation regarding parent liability will be enforced.
5. Students should ride the same bus mornings and afternoons. No change in buses may be made without written request from the parent.
6. Students should not fight, scuffle, or throw objects inside the bus. These behaviors are distracting to the bus driver and cause an immediate safety risk to all passengers.
7. Students are to exit only at their designated bus stop.
8. Students should not make physical contact with other students for any reason.
9. Inappropriate behavior at bus stops, on the bus or in route to and from school from the students' homes is subject to consequences by the school administration.
10. No food or drink.

**DRESS CODE**

The administration and staff are committed to maintaining a safe and appropriate school climate. Our dress code intends to reduce unnecessary disruptions to the learning environment, promote a positive setting, and encourage our students to present themselves in a respectable manner. Parents have the responsibility to aid and encourage their children in selecting school-appropriate clothing and maintaining healthy grooming habits.

Clothing and accessories, in the opinion of the administration, that are not appropriate for a school setting, cause distractions, impedes learning or causes safety issues are prohibited. Students found in violation of the dress code will be given the opportunity to correct the problem at school. If necessary, the student's parents will be contacted to bring a change of clothes. If parents cannot be reached, students may be required to be out of the regular school environment and have class in an alternative setting. Students will be expected to make up any classwork missed.

Student dress shall be modest, neat, clean, size-appropriate and in keeping with health and safety practices. To more clearly establish guidelines, the following are not acceptable:

- 'Short-shorts' or skirts that do not cover the mid-thigh area. A rule of thumb for parents would be shorts with inseams no less than 3" or the length should easily exceed the 'fingertip' test.
- Clothing which compromises modesty such as tops showing cleavage, tank, halter, or tube tops, muscle shirts, backless tops/dresses, spaghetti-strapped tops, or see-through attire.
- Clothing that exposes inappropriate areas including undergarments and midriffs shall not be worn at school.
- Clothing worn too tight or worn too loosely.
- Any clothing or items with gang representations including bandanas, nicknames, weapons, or gang-related language.

- Any clothing with messages that are crude, vulgar, profane, sexually suggestive, or contain drug or alcohol references.
- Drawing or lettering including graffiti or gang-related symbols, gang nicknames, etc. on notebooks, backpacks, or class assignments.
- Bedroom clothing such as pajamas or bedroom slippers.
- Hats, hoods and any other head covering, sunglasses, sunglasses as hair bands, coats, and jackets may not be worn during the school day.
- Jeans must not have any holes above the knees.

### **PHYSICAL EDUCATION DRESS POLICY**

Sixth grade students are required to come to class dressed appropriately for activity. All seventh and eighth grade students are required to change into school gym suits or student-provided athletic clothing of the same colors each day. Gym shoes are mandatory.

### **MUSIC PLAYERS/CAMERAS/VIDEO GAMES/LASER POINTERS/TOYS/FIDGET SPINNERS**

These items should be left at home. If a student brings them to school and they are lost or stolen, the school cannot always allocate time to investigate the theft. Inappropriate use of electronic devices or other toys, not with instructional purposes, may be confiscated and returned to the parent. Laser pointers are prohibited.

### **CELL PHONES/AND OTHER ELECTRONIC DEVICES**

#### **Policy 446**

The use by students of any personal music player, MP3 player, or other electronic device is **not** permitted at school during the school day. Use at school events will be governed by guidelines specified by the school principal. The school will not, in any way, be responsible for the loss, theft, or damage of any personal electronic listening or communication device.

**Students are encouraged NOT to bring cell phones to school. School Board policy prohibits student use of cell phones and other communication devices inside Skyline Middle School.** Students may have cell phones in their possession, but they must be turned off and concealed (out of sight) at all times. Phones should be kept in lockers. Phones not fully covered by a pocket must be kept in a locker. Students may not use their cell phones during after school activities unless calling a parent in the presence of the after school sponsor. The use of cell phones or other electronic devices on field/athletic trips is determined by the principal. Cell phone use is not permitted during practices or games. In the event of an emergency or school crisis, the principal will determine the time and place at which students may use cell phones to communicate information with parents.

The use of cameras or a cell phone as a camera is strictly prohibited on school grounds at any time. If students take unauthorized pictures or videos, they will not be allowed to have their cell phone at school or they will have to turn the phone into the office each morning. Students and parents are not allowed to post pictures or videos of Skyline students or staff on social media. See School Board cell phone policies for more detail.

### **ALTERNATIVE LEARNING CENTER**

The Alternative Learning Center (ALC) is a quiet, isolated classroom for assigned students. Students are assigned to ALC by the school administration for misbehavior that is minor, repetitive or more serious in nature. ALC is used as a time-out area for students who cannot be in their assigned placement. It is the

expectation that students understand the reason for their placement, are assisted in making the necessary behavioral adjustments and return to class as soon as they can. Effective means of communication are essential between the ALC coordinator, school administrators and the teachers of the assigned individual. Assignments to ALC should signal to both the student and the parent that certain behaviors need to be modified or discontinued in order to avoid further disciplinary action.

### **DETENTION 2:45–3:45 p.m.**

Students will stay after school for disruptive behavior, not complying with teacher prompts and redirects, tardiness, not dressing out for P.E., or reasons deemed appropriate by the administration. Teachers will follow prescribed disciplinary procedures. Any student who moves through classroom discipline steps will automatically be assigned after school detention that day. The school will contact the parent and parental support is important. Detention will be assigned the day of the infraction. Students in detention may not be allowed to attend after school activities.

## **POLICIES AND PROCEDURES**

### **SAFETY CONSCIOUSNESS AT SCHOOL**

All students, teachers, staff, and parents need to be aware of safety procedures in the building and on the grounds. Please support us in the following procedures that have been implemented by the staff.

- All visitors will be buzzed into the front office.
- All visitors entering the school grounds or building during the school day must check in at the main office. Visitors will sign in and wear a visitor's badge in a clearly visible area to indicate they are visitors. Failure to report to the office and to sign in may constitute trespassing. After visitors sign in, they will be escorted to their meeting. We appreciate your understanding.
- Entrance to the building must always be through the main office.
- Any student still waiting after the school buses leave will be asked to wait at the school entrance until the ride comes. After 10 minutes, students will wait with the after school detention teacher for supervision.
- **Students must have a note signed by a parent to ride a different bus. Students are not allowed to change their afternoon plans without parent permission. This especially applies to students choosing to go home with another student.**
- **Any changes in afternoon transportation for a student must be called into our office by 2:00 p.m.**

We would appreciate your cooperation with the above areas to allow us to better protect your child here at school. Your input is always welcome.

### **SAFETY: LOADING AND UNLOADING STUDENTS**

The vehicular traffic flow pattern/plan is designed to promote safe and prompt movement of students, staff and visitors. Cars are not permitted in the school bus loop/emergency vehicle lane at any time. All cars entering the Skyline Middle School entrance are to travel along the drop-off lane or into the parking area. Please drive slowly and cautiously on school roadways.

**Only cars dropping off or picking up students are allowed in the lane in front of the school. Please follow the following procedures:**

Morning Drop-off Procedure:

**Thank you for your assistance in ensuring student and adult safety during morning drop-off.**

Remember, everyone will move through more efficiently if everyone follows the rules!

- **Please stay to the RIGHT.** Drive forward as far as possible within the drop-off zone before dropping your student off.
- All students should exit cars on the right side.
- There will be no passing in the morning. Wait until the car in front of you moves forward.
- Please watch for people in the crosswalks and please **drive slowly**.
- **Follow the outside lane to exit.**
- If you need to come in or need extra time to unload, please enter the parking lot at the new, widened entrance to park. There will be no dropping off of students in the parking lot unless you park and walk them in.

Afternoon **pick-up procedures** are similar.

- Please **only** pick up your student from the **right hand lane in the pick-up zone**.
- Load students from the right side of the vehicle only.
- As traffic advances, continue to move forward in the pick-up zone.
- Due to staggered dismissal times, you may pass the car in front of you once you have picked up your child. After picking up your child, slowly pull into the left lane to exit the parking lot.
- Please watch for people in the crosswalks and please **drive slowly**.
- No pick up of students in the parking lot unless you park and walk up to get them.

### **BICYCLES**

Students may ride bicycles to school if the student is skilled and knows the rules of bicycle safety. The rules of bicycle safety are:

- ◆ Bicycles must be kept in good mechanical condition for safe riding.
- ◆ Bicycles must be parked in the bicycle rack immediately upon arrival to school and may not be ridden on school property before, after, or during school hours.
- ◆ Bicycles are vehicles of the road. Rules and regulations for automobile drivers must be observed.
- ◆ Students riding bicycles to school must wear a helmet.

Students who disregard one or any of the above regulations will not be permitted to have their bicycle on school property for a period of time to be designated by the administration. All bicycles left on school property are done so solely at the risk of the owner. The school claims no responsibility whatsoever in case of loss or damage.

### **SCOOTERS, SKATEBOARDS, ROLLERBLADES, AND HOVER BOARDS**

Scooters, skateboards and rollerblades cannot be used on school property and are discouraged from being brought to school. If brought to school, they must be left in lockers or offices. Failure to follow these rules may lead to restrictions. Hover boards are not allowed on school property due to safety issues with falling and fires.

### **CITY BUS USE**

Students are provided transportation on Harrisonburg City school buses to and from school. Parents must provide special permission if a students to ride the regular transit bus. Administration must be informed. The Harrisonburg Department of Public Transportation Bus stop near Skyline is a call-only stop for route 2, meaning you must call 432-0492 to arrange pick-up by the city bus at Skyline.

### CRISIS INTERVENTION PLAN

The school board recognizes that one of the most effective tactics a school and community can employ for dealing with a crisis is crisis intervention teams, both city-wide and at the building level. The board shall expect the superintendent and his staff to see that these teams are organized and trained in dealing with crisis situations that might occur which involve students or school board personnel. The board also endorses complete cooperation with resources in our community, public and private, which might assist the school division if the need arises. Drills to educate students and staff are considered necessary to ensure school safety. Such drills include fire drills, tornado drills, emergency evacuations and lockdowns. The School Resource Officer works directly with the administration and School Safety Committee to review, revise, and execute Skyline's safety procedures. Students are expected to comply immediately with all staff requests during emergency drills and real emergencies.

### EDUCATIONAL FIELD TRIPS

Teachers are encouraged to enrich and broaden the instructional program by providing the students with first-hand experiences. Some of these experiences can only be gained by taking a trip to a location where students can get the first-hand experience. These trips are designed with an instructional purpose.

A parental permission slip must be signed prior to attending field trips. Without this parental permission, a student is still required to attend school and will be assigned to another classroom while their class is on the field trip. Prior to a field trip, the teachers will inform the parents about the trip date, time, cost, and method of travel. An Emergency Care Form should be on file at the school for each student. These forms are completed upon registration of a student. The information should be kept up-to-date as these forms accompany a class on all trips. Parents unable to meet the expense of the fieldtrip should contact their child's teacher or an administrator. We believe all children should participate in field experiences regardless of family income. Students who demonstrate unsafe or noncompliant behavior may not be allowed to attend the trip or may be required to have a parent accompany them.

### SCHOOL OFFICE

The school office is open Mon. through Fri. from 7:10 a.m. to 3:45 p.m. **All visitors are required to report to the school office to receive an office pass and to sign in.**

### TELEPHONE

The school telephone number is 434-6862. Parents are encouraged to call only when necessary to leave messages for their children. Students **will not** be released from instruction to receive personal phone calls. Messages will be conveyed or we will have the student contact their parent in the event of an emergency. Students needing to contact their parents should come to the main office. **Students are not allowed to use cell phones for any reasons during regular school hours.** Communication with your child must be through the school telephone.

### VOLUNTEERS

Volunteers are an integral part of our school program. We encourage mothers, fathers, grandparents, or other community members to assist us in providing supplemental and enriching activities for the students as well as giving supportive services to our teachers. Some of the volunteer activities include:

1. Instructional - work directly with students in the classroom to reinforce skills and concepts being taught.
2. Library - assist with the library program.
3. Clerical - assist by typing materials for teachers and preparing resource materials for classes, such as bulletin boards, laminating, etc.
4. Supervision – assist staff with monitoring morning arrival, lunch, dismissal.

### **MONEY**

Money should not be brought to school unless it is for lunch or school related activities. The school will not be responsible for lost or stolen money and/or property.

### **FEES**

Gym Suits 7<sup>th</sup> and 8<sup>th</sup> grades only (Shorts, \$7.50 Shirts, \$7.50)    \$15.00

### **SALES & FUNDRAISING**

School board policy 11-54 expressly prohibits fundraising activities, sales promotions or private selling by students on school property during the school day. Excluded from this provision is the selling of tickets to activities sponsored by student groups within the schools, such as car washes, etc., or the school sponsored magazine programs. All projects must be approved by the principal. No food/beverages are to be sold during breakfast or lunch. Foods/beverages sold outside of meal periods are expected to meet the same nutritional standards as food sold through the School Nutrition Program but must first be approved by the principal.

### **EXTRACURRICULAR ACTIVITIES**

Student involvement is one of the most important aspects of our educational program. Each student will have a more enjoyable school experience by becoming involved in our extra-curricular programs. Skyline Middle School needs the support of the student body in all of our athletic and academic endeavors. We urge all students to take pride in our school and to support it with true sportsmanship, spirit and loyalty. Let us take pride in our school and strive to do our very best. School Colors - Blue and White; Accent – Grey. A full list of our activities is available online and in the front office.

All school rules apply when participating in athletics, after school clubs, and On The Road Collaborative after school program. Students who do not display Skyline values as listed in this handbook may not be permitted to participate at the coaches', sponsors', or administrators' discretion.

## **STUDENT SERVICES**

### **ATHLETICS**

The following sports are offered during a regular school term at Skyline:

**Fall Season**    Cross Country (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, boys and girls)  
                           Basketball (6<sup>th</sup>, 7<sup>th</sup> grade, girls)  
                           Basketball (6<sup>th</sup>, 7<sup>th</sup> grade, boys)  
                           Cheerleading (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade)  
                           Freshmen Football (8<sup>th</sup> grade)



Golf (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade)  
Heart and Sole (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade)  
J.V. Volleyball (8<sup>th</sup> grade girls)  
Soccer Club (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, boys and girls)  
Volleyball (7<sup>th</sup> and 8<sup>th</sup> Grade Girls)

**Winter Season** Basketball (8<sup>th</sup> grade, boys)  
Basketball (8<sup>th</sup> grade, girls)  
J. V. Basketball (8<sup>th</sup> grade girls)  
Wrestling (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade)  
Gymnastics (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, girls)  
Cheerleading (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade)

**Spring Season** J. V. Baseball (8<sup>th</sup> grade, boys)  
J. V. Softball (8<sup>th</sup> grade, girls)  
Track and Field (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, boys and girls)  
Boys and Girls J. V. Soccer (8<sup>th</sup> grade)

Each prospective athlete must have a physical form on file that has been completed after May 1. The physical form is good for an entire school term and carries over from one season to the next during that school year.

### **Falcon Student Ambassadors (FSA)**

This is a student leadership organization which provides leadership training and opportunities. Responsibilities of a Student Ambassador include serving as a student representative, assisting with new student orientation/tours, planning anti-bullying, tobacco awareness, dances, and Kindness campaign activities. Student leaders focus on team interests and needs of the students, inspiring peers, developing integrity, learning how to encourage, support peers, and much more.

### **COUNSELING SERVICES**

The Counseling Department is composed of three counselors, Ms. Adjetey, Ms. Wisor, and Ms. Powers. Along with the secretary, Ms. Barillas, the counselors serve approximately 730 students. The primary purpose of the counseling program is to assist the individual student to attain self-direction in many areas of his or her life--educational, vocational, physical, moral, social, civic, and personal. Students may visit the counseling office before/after school, during lunch, or receive a pass from their classroom teacher to make an appointment. For routine counseling sessions, the passes will originate from the counselor.

We have a partnership with Crossroads Counseling Center and Community Services Board. Families will be contacted for permission for these outside service providers to provide counseling services for their children.

### **LOCKERS**

Students are provided the use of school lockers in both the halls and in the Physical Education locker rooms. Each locker will have a combination lock. Students should not bring expensive shoes, clothing or electronic devices to school. If your locker does not work properly, report this fact to the office. Kicking or hitting your locker will only result in more expensive damage to the lock or door. Students may not change or share lockers with other students. **Do not give your locker combination to anyone. Please keep your lockers locked at all times.** Lockers remain the property of the school and will be searched randomly and

periodically by the administration to ensure appropriate use. Irresponsible use of school lockers can result in loss of locker privileges. At no time should lockers be rigged to stay open.

### Library

Located at the front of the building, the library is central to literacy efforts at Skyline. Mrs. Parks and Ms. Bradford are always eager to assist our students and staff with the many academic resources available. The library is fully equipped with both print and electronic resources.

Students are welcome in the library before school, between classes, after school and anytime students are released from class with a written library pass. Classes are scheduled to visit the library on both a regular and a flexible basis as needed for information skills, instruction, free reading, research, browsing, academic assignments and a wide variety of curriculum support activities. Circulation is fully automated and students are provided with a bar-coded number. The library does not charge fines, but does expect prompt return of materials and payment for lost or damaged materials. Ms. Parks welcomes your suggestions of books, magazines, and other materials for addition to the library and delights in discussing books with you.

## SCHOOL NUTRITION PROGRAM

We are excited to inform you that breakfast and lunch will be provided free of charge to all Skyline students. We will also be offering a second breakfast opportunity for students each morning. Breakfast will be available both immediately upon students' arrival to school and again at a time midway between school opening and their scheduled lunch time.

Historically, participation in school breakfast at the middle school level is lower than we would like. Many students are in a hurry to get to class when they first arrive to school or are just not ready to eat first thing in the morning. Mid-morning comes, and many (even those who ate breakfast at home) are very hungry, yet lunch is hours away. By adding a second opportunity for breakfast, we hope to meet the nutrition needs of more of our students.

Please discuss with your child if they will eat breakfast at school, and which breakfast time they will choose. Only one breakfast meal per day is subsidized by USDA, so first breakfasts are either free. Any students who eat during the first breakfast time and come through again during second breakfast will be charged the adult meal price of \$1.50, as second meals receive no subsidy from USDA.

### CAFETERIA AND MEALS

Our school cafeteria serves a nutritious breakfast and lunch to students each day which includes a choice of items. Milk, juice and ice cream are available for purchase on a daily basis at lunch. No other food is available for purchase by students within the school. All students must eat in the cafeteria. **Students should not bring carbonated soft drinks or snack bags (Takis, Doritos, etc.) to share with others. Students may not eat food purchased from restaurants in the cafeteria.** Parents must arrange with teachers in advance if they will bring any treats for birthdays. We need to verify safety or students with food allergies. Parents are discouraged from bringing in restaurant food to student. If they do bring it, students can eat in the office with their parents.

### CAFETERIA PROCEDURES

- Enter and leave the cafeteria in an orderly manner.
- Talk quietly with those close to you at your table. Please refrain from yelling.
- All food is to be eaten in the cafeteria.
- Each student is responsible for removing his/her tray and for cleaning up the table and area around them.
- Students should remain seated except when getting their meal or returning their tray/trash.
- Students will clean the tables and floors.
- In support of a healthy food environment, parents and students should not bring carbonated beverages or fast food meals to school.
- Refusal to follow cafeteria procedures will result in the student eating in an alternate location.
- 

### SCHOOL INSURANCE

School accident insurance is available by making application directly to the insurance company approved by the school board. This insurance covers injuries caused solely by accidents while students are on the grounds, on a field trip, or going to and from school. A 24-hour coverage policy is also available. Applications may be obtained from our school office.

Dental insurance may also be obtained by application directly to the dental insurance company approved by the school board. Applications may be obtained from our school office. The above insurance is offered as a service, but the contract exists between the company and the parent. The school system does not submit the claim forms. Parents are responsible for the completion and forwarding of claim forms, medical bills, etc. to the insurance company.

### SCHOOL NURSE

Ms. Marshall is the school nurse for Skyline Middle School. Her responsibility is to provide school health and to serve as resource person to school personnel, students and their families. Emphasis is on helping a person maintain or improve their physical and emotional well-being, thereby preventing health problems. If a parent is uncertain if their child should attend school that day because of a stomach ache or headache, it is recommended that the child come to school and see Ms. Marshall.

### ADMINISTERING MEDICINES TO STUDENTS

Harrisonburg City Public Schools personnel may give medication to children only with a medical authorization form completed and signed by both parent/guardian and physician. **Medicine must be in the original container and brought in by parents.** School personnel must follow the Harrisonburg City Public Schools procedural guidelines for administration of medicines, Policy 428-R, described in the Harrisonburg City Public School Handbook section of this manual.

### ILLNESS AT SCHOOL AND HEALTH SERVICES

If a student becomes ill or injured at school, he/she will be taken to the office where a decision will be made as to what procedures need to be followed. If the child is too ill to remain at school, the parents will be notified and asked to come for the child. Students leaving early must be signed out from the school office. If we are unable to contact the parent(s), we will then call the emergency contacts designated in the student file. This same procedure will be used if a child is injured. If a serious injury occurs, parents will be notified and students will be transported to the hospital emergency room. Accident reports are completed and filed in the office. **IT IS IMPORTANT TO KEEP THE SCHOOL INFORMED OF ANY CHANGE OF WORK/HOME PHONE, CHILD CARE PROVIDER, OR EMERGENCY**

**CONTACT PERSON.** Parents should be aware of School Board Policy 427R which has procedures to be followed for infectious or communicable health conditions.

Illnesses or injuries on the school bus will be handled in a reasonable and prudent manner as they arise. The bus driver will handle each case to the best of his/her ability and will return ill or injured students to the school if this is appropriate. Parents and school officials will be notified of illnesses or injuries which would require a change in the usual manner that a child is provided transportation.

Students with injuries or illnesses that would prevent normal educational progress may be eligible for homebound instruction if they meet the eligibility criteria. Administrators should be contacted with questions regarding homebound instruction.

## **INSTRUCTIONAL PROGRAMS**

### **ASSEMBLIES**

Programs are held periodically relating to specific units of study, observance of major holidays, and other educational experiences. Students are expected to exhibit polite, gracious and appropriate behavior during these opportunities. Students are expected to enter the auditorium in a quiet manner, sit quietly and be attentive during the program. Parents are cordially invited to attend any of these educational experiences.

### **CONFERENCES**

Parents are encouraged to make appointments with teachers, counselors, and/or the administration. Any concern is important. Conferences may be initiated by a parent, teacher, counselor or administrator at any time during the school year to discuss a special concern or the child's progress. One day is scheduled for parent-teacher conferences each semester. We encourage all parents to take advantage of this opportunity to meet with their child's teachers. To further student's ownership of their learning, conferences will be primarily student led. Additionally, we enjoy the opportunity to visit at your home.

### **ENGLISH LEARNERS**

Our EL program is available in our system to provide services for maximum language acquisition and to improve the academic achievement of the students served in this program. A wide range of services are available for students at varying stages of English acquisition. For more information, contact Mandy Horne at [ahorne@harrisonburg.k12.va.us](mailto:ahorne@harrisonburg.k12.va.us)

## **A FULL EDUCATIONAL OPPORTUNITY FOR STUDENTS WITH DISABILITIES**

Harrisonburg City Public Schools are committed to providing a full educational opportunity for identified disabled individuals. This commitment is demonstrated, in part, through the following efforts:

- An ongoing child-find effort is made to locate and identify individuals who are disabled from birth through age 21;
- A free and appropriate public education is provided to all students with disabilities, ages 2 through 21 inclusive, in the least restrictive environment. All federal and state regulations are either met or exceeded by local school practices;
- An active and involved advisory committee meets on a regular basis to review programs and the special education annual plan. The committee is composed of parents and community

agency representatives. These meetings are open to the public and are publicized;

- Parents are involved throughout the educational process. Parental permission and notification of procedural safeguards are obtained before an evaluation takes place. Parents are also invited to attend eligibility meetings, and participate with educators in jointly developing their child's individualized education.
- All categories of disability recognized under IDEA are served.

### **SPEECH AND HEARING SCREENING**

All new students entering the system receive both hearing and speech screening. The screening takes place during the first few weeks of the school year. Parents will be notified if their child fails any of the screening and then a follow-up on the child will be done. If you do not wish for your child to be screened, you must contact the school office (434-6862) within two days after school starts or within two days of the enrollment date.

### **ADVANCING LEARNING AND GIFTED SERVICES**

The Advancing Learning program at Skyline Middle School covers a broad area of subjects and challenges for our young people. There are offerings within the classroom and extensions after school in a wide variety of experiences. Students may be considered for the gifted program through referral by parents/guardians, students, teachers, themselves, other persons who may have knowledge or expertise to make such a referral including community members or by any other appropriate school personnel. Referral forms are available in the school guidance office and may be submitted at any time during the academic year. For more information, please contact our Advancing Learning Specialist, Mrs. Judie McNett, 434-6862.

### **RECOGNITION OF STUDENTS**

Students in our school are recognized and rewarded for good citizenship and for academic achievement both at the team and the school level. The school-wide plan includes the following recognition and reward program for Skyline Middle School in keeping with our school system's and school's philosophy to create a positive learning atmosphere.

#### **A. Honor Roll**

1. Each nine week reporting period, all students who receive all A's and/or B's (no C's) in the all content areas to qualify for the school honor roll.

#### **B. Other Recognitions**

Other awards and recognitions may be given for effort, improvement, good citizenship, and school spirit. Subject area achievement may also be recognized.

#### **C. Presidential Academic Award (Eighth Grade)**

1. To qualify for this award, an eighth grade student must have attained an A- average in grades six, seven, first semester of eighth grade, and must have attained at least Advanced Passing on SOL tests.
2. The recipients of these awards are given recognition in the year-end assembly and the school system newsletter. A certificate is given to each student.

These recognitions/rewards are a part of our school program to recognize the academic achievement of our students and to instill academic excellence and build self-esteem in all students.

### **PROMOTION POLICY**

Multiple criteria are used to determine a student's promotion from one grade to the next including but not

limited to: course grades, SOL tests, reading and math diagnostic levels, age, behavior, psychological impact, and attendance. Particular importance will be placed on student reading levels and proficiency in mathematics.

### **REPORT TO PARENTS ON STUDENT PROGRESS**

Parents will receive reports of the student's progress at the midpoint and at the end of each nine-week grading period. Report cards are issued one week following the end of the report period. Parents are urged to examine the report carefully and contact your child's teacher if you have any questions. Our Grading Scale is **A:** 90 – 100, **B:** 80 – 89, **C:** 70 – 79, **D:** 60 – 69 & **F:** 0 – 59.

Parents and students are expected to monitor grades and assignments on the Power School electronic portal. School counselors are happy to assist if you have any difficulties. Teachers update information in Power School weekly.

### **STANDARDS OF LEARNING (SOL) TESTING**

In grades three through eight and in high school credit-bearing courses where such tests exist, students will take SOL tests during the time frame of mid-March to early June each school year as mandated by the Virginia Board of Education in the Regulations Establishing Standards for Accrediting Public Schools in Virginia. The exact dates will be communicated to parents when the school division schedule is set by the Department of Education.

Students must take the SOL tests in the four core academic disciplines of Mathematics, English, Science and History & Social Sciences. Eighth graders must also take a Writing SOL test. Certain students with disabilities and/or students identified as limited-English proficient may take alternate assessments or be exempt from some tests. Students at grades eight through twelve are required to take SOL tests related to all credit-bearing courses taken where such SOL tests exist. Parents have the right to refuse their child's participation in SOL testing. Contact the office for the appropriate form.

### **PROGRAMS /CURRICULUM**

Our school provides learning experiences in which students feel successful at their appropriate levels of development. The instructional program is organized to meet the needs of early adolescence. The progress of each student in relation to these experiences and objectives and the goals of education in Virginia are continuously assessed.

### **SIXTH GRADE COURSE DESCRIPTIONS**

#### **Writing and Literature Connection**

This course addresses the sixth grade English Virginia Standards of Learning and fosters development in literacy skills through a writing and literature connection. Higher order thinking skills are part of daily instruction which supports students in completing complex and challenging tasks. Students experience the reading and writing connection through differentiated assignments that extend essential understandings. Classroom instruction addresses both writing and reading standards by incorporating mentor texts that not only expose students to text complexity but also how writers compose. Students will extend their writing skills in composing, written expression, usage, and mechanics. They will use writing as a tool for learning academic concepts as well as for expressive purposes. Reading instruction encompasses independent reading of a variety of fiction, narrative fiction, nonfiction, narrative nonfiction, and poetry. Both classic and recent works will be included. Figurative language will be introduced, and

students will continue to expand their study of roots and affixes as well as the use of context to develop vocabulary acquisition. Students develop skills allowing them to understand not only differing points of view but also the difference between fact and opinion through exercises in classroom discourse. Students refine their presentation skills using grammatically correct English. This course requires outside of school reading and writing.

### **Math 6**

Grade level Mathematics courses emphasize foundational mathematical skills and concepts and culminate with an expectation for students to demonstrate success on the appropriate grade level Mathematics Standards of Learning test. These tests are rigorous and require high level thinking as well as mastery of computational and other mathematical skills. The pace of the content provides students with ample support and opportunities for practice with computation, understanding number sense, and application. Students will develop mathematical skills through problem solving and will be presented with a variety of strategies to understand and apply math concepts and processes. Students will also have opportunities to “show what they know” through performance based assessments.

### **Math 6/7**

Curriculum will include 6<sup>th</sup> grade level standards which will be instructed at an accelerated pace and require independent work that extends beyond the classroom. Additionally, students will be expected to learn material from 7<sup>th</sup> grade math standards. Students interested in Math 6/7 should have a score of 450 or higher on the Math 5 SOL, a minimum grade of “B” in Math 5, and demonstrate high interest and the mathematical skills necessary to be successful in an advanced math course.

### **Science**

The sixth grade curriculum is an introduction to a variety of topics in science. Areas of study include astronomy, environmental sciences, physics and chemistry. The scientific method will be reinforced through hands-on participation in each of these units.

### **U.S. History I**

The focus of the sixth grade Social Studies curriculum is the history of the United States to 1865. This includes the topics of World and North America Geography, American Indians, Exploration, Colonization of North America, the Revolutionary War Era, Westward Expansion, and the Civil War.

### **Health and Physical Education 6**

The sixth grade P.E. program is comprised of basic skills in team, individual, fitness, rhythmic sports and activities, and Five for Life curriculum that mixes health and fitness knowledge with movement. In the fall and spring, we administer the Fitnessgram, a complete battery of health-related fitness tests. These standards are age and gender specific and are established based on how fit children need to be for good health.

## **SIXTH GRADE EXPLORATORY CLASSES**

### **Art 6**

In ART 6, the key word is EXPLORE. We will explore 2D and 3D art techniques, media and styles. We will explore ways to show meaning through our art and we’ll be able to distinguish between artistic styles. We’ll focus on the elements and principles of design and use them in our cross curricular projects. Students will develop a digital portfolio. Pencils and erasers required.

### **Beginning Band**

Students will demonstrate the introductory aspects of learning to play an instrument. Topics will include instrument care & maintenance, music reading, proper posture, scales, performance etiquette, music history, music theory and ensemble skills. Students will perform in at least two concerts.

### **6th Grade Strings**

This class is for beginning string instrument performers on violin. Students will learn and demonstrate introductory aspects of learning to play a string instrument. Topics will include instrument care & maintenance, music literacy, proper posture, scales, performance etiquette, music history, music theory, and ensemble skills. Students will engage in performances throughout the year.

### **Computer Keyboarding/Applications**

In this introductory class students will develop and enhance their touch typing skills. Students will utilize Google applications to compose and produce both word processing documents and slideshow presentations. This class focuses on proper Internet research skills and safe computing practices and utilizes Google Classroom. Computer programming will also be explored with students working both collaboratively and independently.

### **Chorus**

Sixth grade chorus is a class for students who enjoy singing and working as a part of an ensemble. Students will develop good singing techniques while learning songs of various musical styles. They will begin developing music literacy and sight-reading skills. Music history will be learned in relationship to music sung.

### **Exploratory Drama**

Exploratory Drama is a class that introduces sixth graders to the wonderful world of performance art. Emphasis will be placed on creative writing and the connection to performing art, reading scripts, performing short scenes and skits, theatre games and exploring other aspects of the performing arts. With this experience, students will be introduced to theatre vocabulary and the basics of show production including costume and set design. Students will be expected to perform at least twice.

### **Family and Consumer Science**

Sixth Grade Family and Consumer Science provides a foundation for managing the essential life skills. In the classroom, students focus on areas of personal goal achievement, college and career preparation, responsibilities within the family and community, personal health, financial responsibilities, and food preparation and sanitation. Students apply problem-solving and leadership skills as they progress through the course. Mathematics, science, English, social sciences, fine arts, and technology are integrated throughout the course.

### **Introduction to Technology**

Students study the resources of all technology, including tools, energy, materials, people, time, information, and capital. This also includes the problem-solving process and various hands-on activities. They explore up to six systems of technology, including medical, agricultural and related biotechnologies, energy and power, information and communication, transportation, manufacturing, and construction. Students relate the impact of technology on society, environment, and culture to future consequences and decisions.

### **Foreign Language Exploration 6 (FLEX)**

This class provides students the opportunity to explore different Romance languages and their cultures. The objective of the course is to motivate students to study foreign languages and to expose them to the cultural diversity of the world. Students will learn basic vocabulary in French, Italian, Portuguese, and



Spanish. They will also be able to study a language of their preference using Rosetta Stone. Throughout the course, the students will interact with different articles and videos from each of the cultures. In addition, they will be able to research the locations where these languages are spoken and present their findings to the class.

## SEVENTH GRADE COURSE DESCRIPTIONS

### English 7

An overarching goal in English 7 is to foster and cultivate a life-long love of reading and writing to prepare students for future educational endeavors and pursuits. This course focuses on the mastery of grade level SOLs. Students will read a variety of fiction and nonfiction materials. Areas of emphasis include literary analysis, vocabulary development, written and oral communication skills, media literacy and research skills in addition to comprehension and higher order thinking skills. Students wrestle with a variety of topics and subjects in ways which develop their problem-solving and reasoning abilities, and help them appreciate multiple points of view on issues. This course will require some outside of school reading and writing.

### Advanced English 7

Advanced English 7 is designed for students who are interested in deepening their skills with literary analysis, vocabulary development, written and oral communication skills, media literacy and research skills. An overarching goal in Advanced English courses is to foster and cultivate a life-long love of reading and writing to prepare students for future educational endeavors and pursuits. **Students who are highly motivated in the areas of reading and writing, and have a desire to complete additional complex and challenging reading and writing assignments beyond English 7 are good candidates.** Grade level SOLs will be covered at a rapid pace to allow for independent work that extends beyond the grade level standards. This course places particular emphasis on comprehension of text and higher order thinking skills. Students wrestle with a variety of topics and subjects in ways which develop their problem-solving and reasoning abilities and help them appreciate multiple points of view on issues. This course will require outside of school reading and writing. **Students interested in Advanced English courses should have a history of passing their reading and writing Standards of Learning tests and display the ability to read and comprehend on or above grade level.**

### Excel Language Arts 7

Excel Language Arts is designed for English language learners who have been in the United States for less than five years with ACCESS levels between 1-3. This course uses a systematic approach to accelerate English language proficiency. Students are provided with a language rich, thematically based and experiential learning environment where a consistent and deliberate integration of activities fosters the growth of academic listening, speaking, reading, and writing. This course will require outside reading and writing.

### Math 7

This course emphasizes foundational mathematical skills and concepts and culminates with an expectation for students to demonstrate success on the appropriate grade level Mathematics Standards of Learning test. These tests are rigorous and require high level thinking as well as mastery of computational and other mathematical skills. The pace of the content provides students with ample support and opportunities for practice with computation, understanding number sense, and application. Students will develop mathematical skills through problem solving and will be presented with a variety of strategies to understand and apply math concepts and processes.

### **Math 7/8**

Curriculum will include content from Grades 7 and 8 Standards of Learning with a goal of preparing students for Algebra I. Students interested in taking Math 78 should have minimum grade of “A” in Math 6 or “A” or “B” in Advanced Math 6, scored 450 or higher on the Math 6 SOL, and demonstrate high interest and the mathematical skills necessary to be successful in an advanced math course.

### **Algebra I (for high school credit)**

Algebra I is a high school credit bearing course for students with a successful experience in Pre-Algebra who enjoy solving problems and deeply exploring mathematical concepts beyond grade level content. Students who have not mastered all 7<sup>th</sup> grade Standards of Learning are advised to enroll in Math 78. Algebra I course content includes an exploration of linear equations and expressions, linear functions and inequalities, quadratic equations and exponential functions. Students will study polynomial equations including binomials and trinomials, and analyze data sets using a variety of statistical techniques. Algebra students will be expected to complete work outside the math classroom on individual or group projects. Analytical thinking skills and application of science and technology is emphasized throughout the course. Students enrolling in Algebra I should have a minimum grade of “A” in Advanced Math 6, score of 500 or higher on Math 6 SOL, ARDT score of 1750 or higher, IOWA test score of 90% or better, and demonstrate high interest and the mathematical skills necessary to be successful in Algebra I. Students will earn a verified Algebra I High School Credit upon successful completion of this course and a passing score on the End of Course SOL test.

### **STEM Explorations Academy**

Students accepted into the Skyline Middle School STEM Explorations Academy will combine a 60 minute science course with a 47 minute technology and engineering elective. These classes will run concurrently which allows deeper exploration into hands-on, real-world problems. Students will solve problems collaboratively blending Science, Technology, Engineering and Mathematics. This is a two-year program in the student's 7th and 8th grade years.

### **Life Science**

The seventh grade life science course emphasizes the use of the scientific method in experiments as well as in understanding of cycles, patterns and relationships in the living world. Topics that will be studied include ecology, biomes, cells, genetics, classification, simple and complex animals and plants.

### **US History II**

Through a chronological and thematic approach, the seventh grade social studies course surveys the history of the United States from post Civil War time period to the present. All teaching units provide students with experiences in problem solving, cause and effect, and relating historical events to each other and to the present. This course is taught from a historical perspective using important events and personalities to tell the story of the United States. This study is used to help students gain understanding and develop skills in other social sciences, particularly United States geography and the foundations of the United States Constitution. Students will prepare for and take the US History 1877-Present SOL test.

### **Health and Physical Education 7**

The seventh grade physical education program includes a variety of team, individual, and fitness related sports and activities. Skill development, team building, wellness/fitness, sportsmanship, safety, and responsibility are key components to seventh grade objectives. In the fall and spring, we administer the Fitnessgram, a complete battery of health-related fitness tests. These standards are age and gender specific and are established based on how fit children need to be for good health.

## **SEVENTH GRADE ELECTIVE CLASSES**

### **Art 7**

Art 7 is designed for students who desire to expand their art skills. We will learn techniques to communicate ideas visually; with a focus on realistic representations of our environment and global exploration of a variety of cultures. As we learn about artists and discuss their work, we will be actively engaged in art making. We will explore various media, including drawing, painting, printmaking, ceramics, sculpture and digital art. Students will develop a digital portfolio and participate in art shows. Spiral sketchbook, pencils and erasers required. (Can be purchased at school store)

### **Intermediate Band**

This class is for second year students in band. Topics will continue to build on instrument care & maintenance, music reading, proper posture, intonation, rhythm, scales, performance etiquette, music history, music theory and ensemble skills. Students will perform in at least three concerts, for sporting events, and have the option to audition for VBODA district events.

### **String Ensemble**

This class is for continuing string instrument performers on violin, viola, cello and bass. Students will learn and demonstrate or continue to build the introductory aspects of learning to play a string instrument. Topics will include instrument care & maintenance, music literacy, proper posture, scales, performance etiquette, music history, music theory, and ensemble skills. Students will engage in performance throughout the year.

### **Computer Keyboarding/Applications**

This class is designed to have students work proficiently with Google Classroom and Google Drive applications as students complete word processing, spreadsheet and slideshow projects. Students will continue to develop their touch typing skills and all students will explore computer programming applications such as Scratch. Students will work both collaboratively and independently as they enhance their Internet researching skills.

### **Chorus**

Seventh Grade Chorus is open to all seventh grade students. Students will sing a variety of styles of music with emphasis on good singing technique. Music literacy and appreciation will be taught in relationship to music studied. Students will perform in 1– 2 concerts throughout the semester.

### **Concert Ringing 7**

Enroll in this class if you desire to learn the art of handbell ringing- a special hands on approach for learning music literacy. Students ring daily!! Handbell care, unique sound possibilities, multiple bell techniques, poise and team building all combine to make a most incredible and memorable learning experience. Public Performance(s) will be given.

### **Drama Performance/Intro to Theatre**

Drama Performance/Introduction to Theatre is a class that provides students with a look at what goes into creating a theatrical production, and becoming involved in performing arts. We will read and analyze a variety of scripts, explore aspects of theater history including Ancient Greek theater, perform short scenes, explore voiceover and audio performances, and engage in creative writing activities that include writing stories, speeches, scripts, and monologues. Students will also work together to produce various scenes for in-class performance, a one-act play that will be performed before an audience, and prepare a monologue and a poem that will also be performed. They will learn how elements such as script

memorization, character acting, blocking, directing, costume, set and make up design contribute to theatrical performances. **Students will be expected to perform in front of an audience at least three times.**

### **Inventions & Innovations**

Students make models of significant inventions that have advanced society. After studying these developments, they explore contemporary technological problems facing them, their community, or the world and apply a systematic procedures to invent new products or innovations as solutions.

### **Math Support Elective**

The Math support elective is for students who are not mastering specific grade level SOL assessments. The course is designed to provide pre-teaching and re-teaching content objectives as well as additional focus on content vocabulary and prior knowledge. Students who did not pass their previous grade level SOL test or are struggling to master current content will have the opportunity to participate in this Math elective.

### **Reading Support Elective**

The reading support elective is additional reading and writing instruction for students who are not mastering specific on grade level SOL benchmarks. The course is designed to allow for pre-teaching and re-teaching of the course objectives, to give additional exposure to vocabulary and to build prior knowledge before content is taught. Students who did not pass their previous grade level SOL or students struggling to maintain grade level standards will have the opportunity to be in the reading support elective.

**Conversational (Introduction to) Spanish-** This course covers basic Spanish communication skills and cultural learning. In class, students will be able to talk about themselves and familiar topics like the weather, and life in the classroom in Spanish. They will handle short social interactions by asking and answering simple questions. Students will be exposed to geographical locations, important landmarks and celebrations of the Spanish-speaking world. They will acquire these skills through reading, writing, listening, and speaking.

### **Teen Living 7**

Seventh grade family and consumer sciences is one of the middle school courses that provides a foundation for managing individual, family, work, and community roles and responsibilities. In this course, students focus on their individual development as well as their relationships and roles within the family unit. They learn how to maintain their living and personal environments and to use nutrition and wellness practices. Students also apply consumer and family resources, develop textile, fashion, and apparel concepts, and explore careers related to Family and Consumer Sciences. Time is also provided for developing early childhood education concepts and leadership skills.

### **AVID (Advancement Via Individual Determination)**

AVID is a system to prepare students in the academic middle for college eligibility. It has a proven track record in bringing out the best in students, and in preparing students for advanced academic classes in high school and to prepare them for college. AVID is looking for students who have the desire to be successful and the willingness to work hard. Typically, they will be the first in their families to attend college. The AVID curriculum is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization and reading. AVID is an elective offered in 7th and 8th grades in middle school, and at all grades at HHS. AVID also includes outside activities such as field trips, picnics and

team-building trips. Students develop close bonds and support each other and develop leadership skills to become role models for other students.

## **EIGHTH GRADE COURSE DESCRIPTIONS**

### **English 8**

An overarching goal in English 8 is to foster and cultivate a life-long love of reading and writing to prepare students for future educational endeavors and pursuits. This course focuses on the mastery of grade level SOLs. Students will read a variety of fiction and nonfiction materials. Areas of emphasis include literary analysis, vocabulary development, written and oral communication skills, media literacy and research skills in addition to comprehension and higher order thinking skills. Students wrestle with a variety of topics and subjects in ways which develop their problem-solving and reasoning abilities, and help them appreciate multiple points of view on issues. This course will require some outside of school reading and writing.

### **Advanced English 8**

Advanced English 8 is designed for students who are interested in deepening their skills with literary analysis, vocabulary development, written and oral communication skills, media literacy and research skills. An overarching goal in Advanced English courses is to foster and cultivate a life-long love of reading and writing to prepare students for future educational endeavors and pursuits. **Students who are highly motivated in the areas of reading and writing, and have a desire to complete additional complex and challenging reading and writing assignments beyond English 8 are good candidates.** Grade level SOLs will be covered at a rapid pace to allow for independent work that extends beyond the grade level standards. This course places particular emphasis on comprehension of text and higher order thinking skills. Students wrestle with a variety of topics and subjects in ways which develop their problem-solving and reasoning abilities and help them appreciate multiple points of view on issues. This course will require outside of school reading and writing. **Students interested in Advanced English courses should have a history of passing their reading and writing Standards of Learning tests and display the ability to read and comprehend on or above grade level.**

### **Excel Language Arts 8**

Excel Language Arts is designed for English language learners who have been in the United States for less than five years with ACCESS levels between 1-3. This course uses a systematic approach to accelerate English language proficiency. Students are provided with a language rich, thematically based and experiential learning environment where a consistent and deliberate integration of activities fosters the growth of academic listening, speaking, reading, and writing. This course will require outside reading and writing.

### **Pre-Algebra**

The curriculum will include Grade 8 Standards of Learning to prepare students for Algebra I. Content will include the study of equations, inequalities, functions, geometry and statistics. The pace of the content will provide students with ample opportunity for practice, understanding and application. With an emphasis on higher order thinking skills and problem solving, students will begin to explore multiple abstract representations for successful transition to Algebra I.

### **Algebra I (for high school credit)**

Algebra I is a high school credit bearing course for students with a successful experience in Pre-Algebra who enjoy solving problems and deeply exploring mathematical concepts beyond grade level content. Students who have not mastered all 7<sup>th</sup> grade Standards of Learning are advised to enroll in Pre-

Algebra 8 where additional instruction occurs through Grade 8 Standards of Learning. Algebra I course content includes an exploration of linear equations and expressions, linear functions and inequalities, quadratic equations and exponential functions. Students will study polynomial equations including binomials and trinomials, and analyze data sets using a variety of statistical techniques. Algebra students will be expected to complete work outside the math classroom on individual or group projects. Analytical thinking skills and application of science and technology is emphasized throughout the course. Students enrolling in Algebra I should have a minimum grade of “A” or “B” in Pre-Algebra 7 and pass the Math 7 SOL, a minimum grade of “A” in Math 7 with a score of 450 or higher on the Math 7 SOL, and demonstrate high interest and the mathematical skills necessary to be successful in Algebra I.

Students will earn a verified Algebra I High School Credit upon successful completion of this course and a passing score on the End-of-Course SOL test.

### **Honors Geometry ( Prerequisite: Algebra I ) (for high school credit)**

This is an honors level high school mathematics course that is designed for highly motivated students who have successfully completed Algebra I. The course includes instruction using the deductive method of proof to justify theorems and prove validity. Methods of justification will also include paragraph proofs, flowcharts, two-column proofs, indirect proofs, coordinate proofs, and verbal arguments. A gradual development of formal proof is encouraged. Inductive and intuitive approaches may also be presented. A variety of technology tools will be used for constructions and abstract reasoning. Geometry students will be additionally encouraged to work at a pace designed to prepare them for the academic challenges that lie ahead, a pace requiring considerable responsibility and independence. Students interested in enrolling in Honors Geometry should have a history of success with course content and Standards of Learning from Algebra I.

Students will earn a verified Geometry High School Credit upon successful completion of this course and a passing score on the End-of-Course SOL test.

### **STEM Explorations Academy**

Students accepted into the Skyline Middle School STEM Explorations Academy will combine a 60 minute science course with a 47 minute technology and engineering elective. These classes will run concurrently which allows deeper exploration into hands-on, real-world problems. Students will solve problems collaboratively blending Science, Technology, Engineering and Mathematics. This is a two-year program in the student's 7th and 8th grade years.

### **Physical Science**

Physical Science is a study of matter and energy; the material the universe is made of and how it behaves. The course is a basic introduction to physics and chemistry. The units are related to subjects that can be observed in everyday life and include: measurement, light, heat, density, machines, graphs, optics, chemicals, atomic structure, and energy sources. A variety of teaching and learning techniques are used to include working in small groups, lab experiences, lectures, demonstrations, videos, individual projects, and interdisciplinary activities.

### **Civics and Economics**

A wide variety of hands-on, textbook based, and interdisciplinary activities provide students with the skills and knowledge essential to be active, informed citizens in our democracy. An emphasis will be placed on current events and the election process. Many forms of media including computer, film, debate, art and music will be used to enhance the learning process. Guest speakers, field trips and special events

highlight the year. A specially designed unit will give students the basics of personal money management and financial literacy. Students will prepare for and take the Civics and Economics SOL test.

## **EIGHTH GRADE ELECTIVE COURSES**

### **ART Foundations (High School Credit)**

Art Foundations is designed for the highly creative art student. We will build on our experiences in ART 6 & 7 and use the Elements of Art and Principles of Design to visually express emotion and thought. While learning about and experimenting with different art materials, we will explore various media including drawing, painting, printmaking, ceramics and sculpture. Students will be developing their own artistic visual voice and will be required to write thoughtful artist statements to support their creations in their digital portfolio and art show presentations. Students will be asked to THINK about and analyze famous artists and their works with weekly writing assignments. Emphasis will be placed on developing finished artworks by means of preliminary ideas and sketches. Content from both ART 8 and ART I will be included. Spiral sketchbook, pencils and erasers required. (Can be purchased at school store) Students will earn high school credit upon successful completion of this course.

### **AVID (Advancement Via Individual Determination)**

AVID is a system to prepare students in the academic middle for college eligibility. It has a proven track record in bringing out the best in students, and in preparing students for advanced academic classes in high school and to prepare them for college. AVID is looking for students who have the desire to be successful and the willingness to work hard. Typically, they will be the first in their families to attend college. The AVID curriculum is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization and reading. AVID is an elective offered in 7th and 8th grades in middle school, and at all grades at HHS. AVID also includes outside activities such as field trips, picnics and team-building trips. Students develop close bonds and support each other and develop leadership skills to become role models for other students.

### **Foundations of Band (High School Credit)**

This band class is for third year students in band. Topics will continue to build on advanced music reading, proper posture, intonation, rhythm, scales, performance etiquette, music history, music theory and ensemble skills. Students will perform in at least four concerts, for sporting events, and have the option to audition for VBODA district events. Students will also participate in events in combination with the High School program. Students will earn high school credit upon successful completion of this course.

### **Jazz Ensemble (High School Credit)**

Students will learn advanced instrumental ensemble techniques outside of the traditional band setting. The smaller format would cover jazz and any music of student interest. Class activities will involve music theory, arranging, and composition. Students will perform in at least four concerts, for sporting events, and have the option to audition for VBODA district events. Students will also participate in events in combination with the High School program. Students will earn high school credit upon successful completion of this course.

### **Foundations of Choir (High School Credit)**

This course is open to all eighth grade students. Students will sing a variety of styles of music with emphasis on good singing technique. Music literacy and appreciation will be taught throughout the year in relationship to music studied. Students will perform in 4-6 concerts throughout the school year. Students will earn high school credit upon successful completion of this course.

### **Foundations of Drama Performance (High School Credit)**

This is a performance class for highly motivated eighth graders interested in taking a serious approach to exploring various aspects of acting, public speaking and creative writing. The major units of study include theater history, audition preparation, script and monologue writing and performance, character acting, and aspects of technical theater including costume and make-up design. Students will be involved in at least three productions during the school year. **Students will be expected to present and/or perform in front of an audience** on a regular basis. Students can earn a high school credit upon completion of this course.

### **STEM Introduction to Technology (High School Credit)**

This is the first course of a possible four-course pathway that will enable students to examine technology and engineering fundamentals related to solving real-world problems. Students will be exposed to a variety of engineering specialty fields and related careers to determine whether they are good candidates for postsecondary educational opportunities in engineering. Students will gain a basic understanding of engineering history and design, using mathematical and scientific concepts. Students will participate in hands-on projects in a laboratory setting as they communicate information through team-based presentations, proposals, and technical reports. Students will earn high school credit upon successful completion of this course.

### **Health and Physical Education 9 (High School Credit)**

The units in Physical Education focus on increasing skill levels, encouraging team play, respect for differences and abilities, and developing responsibility, leadership, and sportsmanship. The main objective of physical education is to help students foster an appreciation for physical activity and take an active role in maintaining personal wellness for a lifetime. In the fall and spring, we administer the Fitnessgram, a complete battery of health-related fitness tests. These standards are age and gender specific and are established based on how fit children need to be for good health. Students will earn high school credit upon successful completion of this course.

### **Independent Living (High School Credit)**

This course allows students to explore successful strategies for living independently by actively participating in practical problem solving focusing on:

- Relating to others (relationships)
- Applying financial literacy
- Managing resources in the areas of apparel, nutrition and wellness, and housing
- Using leadership skills to reach individual goals
- Planning for careers
- Making consumer choices in a global environment

Students will earn high school credit upon successful completion of this course.

### **Information Technology (IT) Fundamentals (High School Credit)**

In this class students will continue to develop correct keyboarding techniques and evaluate the impact of Information Technology. The focus of this course is the introduction of skills related to information technology basics, Internet fundamentals, network systems, computer maintenance and troubleshooting, computer applications, programming, graphics, Web page design, and interactive media. Students explore ethical issues related to computers and Internet technology and develop teamwork and communication skills.



### **Math Support Elective**

The Math support elective is for students who are not mastering specific grade level SOL assessments. The course is designed to provide pre-teaching and re-teaching content objectives as well as additional focus on content vocabulary and prior knowledge. Students who did not pass their previous grade level SOL test or are struggling to master current content will have the opportunity to participate in this Math elective.

### **Reading Support Elective**

The reading support elective is additional reading and writing instruction for students who are not mastering specific on grade level SOL benchmarks. The course is designed to allow for pre-teaching and re-teaching of the course objectives, to give additional exposure to vocabulary and to build prior knowledge before content is taught. Students who did not pass their previous grade level SOL or students struggling to maintain grade level standards will have the opportunity to be in the reading support elective.

### **Spanish I (High School Credit)**

In this introductory course students begin to develop communicative competence in Spanish and expand their understanding of the cultures of the Spanish speaking countries. Students learn to communicate in real-life contexts about topics meaningful to them using primarily the present tense. Communicative competence (expected proficiency outcome: Novice High) is divided into:

- Speaking and writing as an interpersonal process in which students learn to communicate with another Spanish speaker
- Listening and reading as an interpretive process in which students develop comprehension in Spanish
- Speaking and writing in a presentational context in which students focus on organization of thoughts and awareness of their audience in producing and delivering information

Students will earn high school credit upon successful completion of this course.

### **Spanish I for Heritage Speakers (High School Credit)**

This course is designed for our heritage speakers of Spanish and replaces traditional Spanish course work. Successful completion earns the student one foreign language credit and eligibility for advanced Spanish courses. The course assumes that students come with a significant exposure to Spanish, but less exposure to academic areas of reading and writing. The class focuses on teaching reading, writing and grammar. It begins with the Spanish alphabet, phonology, and syllabification and takes students to an intermediate level of reading and writing. This course progresses more rapidly than the regular Spanish 1 class. Expected proficiency outcome: Intermediate Mid. Students will earn high school credit upon successful completion of this course.

### **Technology Foundations (High School Credit)**

In this beginning high school course, students acquire a foundation in technological material, energy, and information and apply processes associated with the technological thinker. Challenged by laboratory activities, students create new ideas and innovations, build systems, and analyze technological products to learn further how and why technology works. They work in groups to build and control systems using engineering design in the development of a technology. Students will earn high school credit upon successful completion of this course.

### **Peer Mentorship**

This course is designed for students to be a peer mentor for individuals with disabilities here at Skyline. Mentors will be assisting peers in the Special Education program with academics and daily living skills.

Mentors will work side-by-side with teachers/staff who assist individuals with disabilities and learn what a career in this field may look like. Mentors will serve as a positive role model for your peers.