

# BLUE VALLEY MIDDLE SCHOOLS

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PROGRAM PLANNING  
AND  
CURRICULUM GUIDE

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**2014-2015**



***“EDUCATION BEYOND EXPECTATIONS”***



# BLUE VALLEY MIDDLE SCHOOLS

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**Aubry Bend Middle School** ..... 12501 West 175<sup>th</sup> Street  
913/624-2300 Overland Park, KS 66062  
Counseling Department 913/624-2316  
[www.bluevalleyk12.org/abms](http://www.bluevalleyk12.org/abms)

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**Blue Valley Middle School**..... 5001 West 163<sup>rd</sup> Terrace  
913/239-5100 Stilwell, KS 66085  
Counseling Department 913/239-5116  
[www.bluevalleyk12.org/bvm](http://www.bluevalleyk12.org/bvm)

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**Harmony Middle School**..... 10101 West 141<sup>st</sup> Street  
913/239-5200 Overland Park, KS 66221  
Counseling Department 913/239-5216  
[www.bluevalleyk12.org/hms](http://www.bluevalleyk12.org/hms)

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**Lakewood Middle School** ..... 6601 Edgewater Drive  
913/239-5800 Overland Park, KS 66223  
Counseling Department 913/239-5816  
[www.bluevalleyk12.org/lkm](http://www.bluevalleyk12.org/lkm)

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**Leawood Middle School** ..... 2410 West 123<sup>rd</sup> Street  
913/239-5300 Leawood, KS 66209  
Counseling Department 913/239-5316  
[www.bluevalleyk12.org/lms](http://www.bluevalleyk12.org/lms)

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**Overland Trail Middle School**..... 6201 West 133<sup>rd</sup> Street  
913/239-5400 Overland Park, KS 66209  
Counseling Department 913/239-5416  
[www.bluevalleyk12.org/otms](http://www.bluevalleyk12.org/otms)

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**Oxford Middle School**..... 12500 Switzer  
913/239-5500 Overland Park, KS 66213-1804  
Counseling Department 913/239-5516  
[www.bluevalleyk12.org/oms](http://www.bluevalleyk12.org/oms)

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**Pleasant Ridge Middle School**..... 9000 West 165<sup>th</sup> Street  
913/239-5700 Stilwell, KS 66085  
Counseling Department 913/239-5716  
[www.bluevalleyk12.org/prm](http://www.bluevalleyk12.org/prm)

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**Prairie Star Middle School** ..... 14201 Mission Road  
913/239-5600 Leawood, KS 66224  
Counseling Department 913/239-5616  
[www.bluevalleyk12.org/psm](http://www.bluevalleyk12.org/psm)

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## Blue Valley School District Office

15020 Metcalf Avenue  
Overland Park, KS 66223  
913/239-4000  
[www.bluevalleyk12.org](http://www.bluevalleyk12.org)



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**T**HE BLUE VALLEY MIDDLE SCHOOLS are designed to meet the needs of a special group of students: young adolescents. We look forward to working with parents to help students move successfully through these transitional years.

The middle school level focuses on two primary goals – improving the academic performance and encouraging the personal growth of each student. The comprehensive curriculum and structures ensure excellence around college and career readiness, personal and social responsibility, and technology literacy.

Blue Valley middle schools incorporate the following educational principles that are identified in the context of the early adolescence stage of human development.

- 1) Curriculum is grounded in rigorous, academic standards. The focus will be on what students should know and be able to do.
- 2) The school is a safe and healthy environment that provides purposeful and meaningful relationships among students and staff.
- 3) Parents and the community are involved in supporting student learning and personal growth.
- 4) Instruction is congruent with best educational practices.

Parents are invited to become involved as active partners in their child’s school experiences. The experience will be enriching for parents and children and helpful to the middle school community.

The Blue Valley middle school program is responsive to the unique developmental needs of young adolescents, including physical, intellectual, emotional, ethical and social domains.

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## **BLUE VALLEY VIRTUES**

The district has adopted the following virtues as part of its focus on character education.

**RESPECT** is care and regard for the value, dignity, uniqueness and safety of self and others.

**RESPONSIBILITY** is the willing fulfillment of obligations to self and others and accountability for one’s conduct.

**HONESTY** is valuing the truth and acting with integrity and authenticity.

**COMPASSION** is empathy for others, combined with the demonstration of kindness and support.

**SELF-DISCIPLINE** is living within agreed-upon or self-imposed limits in pursuit of a greater good or a long-term goal.

**COURAGE** is acting on your beliefs even in the face of adversity.

**PERSEVERANCE** is putting forth effort to pursue well-defined goals.

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## **THE MIDDLE SCHOOL EXPERIENCE**

The Blue Valley Middle School program is responsive to the unique developmental needs of young adolescents, including physical, intellectual, emotional, ethical, and social domains. Middle school students in Blue Valley are provided an extensive exploratory program for the purpose of expanding their base of experiences. These exploratory classes concentrate on introducing practical lifetime skills as well as broadening student interest and self-knowledge. Exploratory classes include Speech and Drama, Pre-Engineering, Family and Consumer Science, Art, Vocal Music, Band, Strings, Orchestra, and Computer Technology.

Students will have many opportunities to be involved in learning experiences that explore connections among ideas and fields of knowledge. These experiences make learning more meaningful. Students learn to solve problems using skills and knowledge from many disciplines and do not spend large amounts of time learning skills in isolation. Applications of skills in real life situations are extremely important.

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## Support Services

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### **GUIDED DISCOVERY**

The Guided Discovery class provides special education services for students who have been identified as gifted via the district's gifted education eligibility process. This process identifies students who demonstrate the characteristics of giftedness and a need for specially designed instruction that is not provided in the general education program. Services within gifted education and Guided Discovery are defined by an Individualized Education Program (IEP). Learning experiences are designed for small group activities based on the gifted education curriculum and personalized experiences based on each student's IEP.

### **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

After being tested, students who lack proficiency in the English language may enroll in English for Speakers of Other Languages (ESOL) coursework. The primary purpose of the class is for students to achieve proficiency in English. The course is also designed to provide instruction in American culture and to aid students in adjusting to school and life in the community. Currently there are four middle school centers to serve our English language learners (ELLs). ESOL middle school centers, listed with their feeder schools, are: Lakewood Middle (ABMS and PRMS), Oxford Middle (HMS), Prairie Star Middle (BVM), and Overland Trail Middle (LMS). If a student needs ESOL services and the home school does not have a program, transportation to the ESOL Center middle school is provided by the district free of charge.

### **LEARNING CENTER/RESOURCE ROOM**

The Learning Center/Resource Room serves students who have an Individualized Education Program (IEP). Multidisciplinary teams of educational professionals work with students and their parents to determine which services best meet the students' needs. The resource teachers, along with other staff members, provide instruction on learning strategies and individual skill development. Services may include individual or small group instruction and consultation with general education teachers. Special education staff members also provide support within the general education classes when included in students' IEPs.

### **LIBRARY MEDIA**

The library media specialist and classroom teacher collaboratively design lessons that engage students in using print, multi-media and electronic resources to build knowledge, solve problems, and share findings. Through a multi-step problem-solving model, students learn skills needed for high school and beyond. Students examine multiple resources; analyzing, synthesizing, evaluating and selecting the information that is most accurate and relevant to the completion of their work. Focus is placed on integrating technology into all phases of the research process. Copyright, plagiarism and proper citation of resources are addressed as part of each research project. Appreciation and enjoyment of literature remain an important part of the middle school library program and are promoted through book talks and literature-related activities.

### **GUIDED STUDY**

Guided Study is offered as an every other day course for all students. This is a time to provide academic interventions, counseling, enrichment, and personal growth.

### **READING INTERVENTION**

The reading intervention class is designed to meet the needs of students whose reading achievement is below the proficient level. Students identified for this class will be personally contacted by school personnel to discuss enrollment.

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## Science

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Science involves students in investigative experiences and inquiry in Life, Physical and Earth-Space Science. Students develop the abilities necessary to do the processes of both scientific inquiry and engineering design. Current issues in science and technology and the history and nature of science are explored. In each grade level students will develop an understanding of:

### **6<sup>th</sup> Grade Science**

- Properties of matter – states of matter, density, atoms, elements, compounds, temperature
- Structure, history of the earth – soil, rocks, earth layers, constructive and deconstructive forces, plate tectonics
- Forces and motions – push and pull, position and direction, potential and kinetic energy, Newton’s Laws, simple machines, energy transfer
- Weather and climate – properties of the ocean, fresh water, atmosphere, weather systems, earth’s cycles

### **7<sup>th</sup> Grade Science**

- Environmental science – ecosystems, limiting factors, food chains and webs, energy transfer, classification, adaptation, extinction
- Cells and heredity – characteristics of organisms, single and multi-cellular organisms, sexual and asexual reproduction, heredity
- Living systems – structure and function, structure and function breakdown, behavior and response, homeostasis

### **8<sup>th</sup> Grade Science**

- Chemistry – organization of the atom, isotopes, bonds, periodic table of elements, chemical reactions
- Physics – Newton’s Laws, forms of energy, thermodynamics, forces in nature, waves, electromagnetic waves
- Earth-Space Science – plate tectonics, geologic time, earth, moon, sun relationships, stellar evolution, structure of the universe

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## Social Studies

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The Blue Valley Social Studies program assists students in developing their awareness and respect of self, our nation, and our world as they become well-informed citizens who strive to understand the past and improve society. Students use active learning situations centered on inquiry-based and critical-thinking opportunities to solve problems. The learning environment in a social studies classroom includes gathering, evaluating, organizing and presenting data from a vast and rich variety of current resources, such as textbooks, primary and secondary sources, technology, and resources within the community. This program is designed to increase a student’s citizenship skills, awareness of the world around them and ability to apply social studies concepts to problem-solving activities.

### **6<sup>th</sup> Grade—Ancient World Civilizations**

- Students in 6<sup>th</sup> grade investigate ancient and medieval civilizations by examining the geography, religion, achievements, political structure, economics, and social structure of Egypt, Africa, India, China, Japan, Greece, Rome, Mayas, Incas, Aztecs, and the Middle Ages.
- Emphasis is placed on the development and characteristics of government and culture while comparing and contrasting these societies to the United States.

### **7<sup>th</sup> Grade—America’s Identity**

- Students in 7<sup>th</sup> grade study Post-American Revolution through Reconstruction, 1877. In addition, Kansas history will be taught during 4<sup>th</sup> quarter.
- *We the People* may be used as a supplemental program to support a study in American government.
- Emphasis is placed on examining trends and concepts in American history that have contributed to the development of an American identity grounded in the nation’s founding documents.

### **8<sup>th</sup> Grade—America’s Voice at Home and Abroad**

- Students in 8<sup>th</sup> grade study American history 1877 to the present.
- Emphasis is placed on examining trends and concepts, then applying them in study to understand current events.
- Students will examine historical events from multiple perspectives using primary and secondary sources to determine accurate depictions of America’s past.

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## English Language Arts/Reading Grades 6-8

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The English Language Arts program provides an integrated balance of reading narrative and informational texts. Students will become adept at gathering information, evaluating sources and citing material accurately, reporting findings from their research, and analysis of sources in a clear and cogent manner. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. Through an integrated approach within the English Language Arts and Reading courses, skills and strategies will be developed and applied through the Kansas College and Career Readiness Standards.

### **Reading Literature and Informational Texts**

- Key Ideas and Details
  - Read closely and make logical inferences
  - Identify central idea or theme, summarize
  - Development over the course of a text
- Craft and Structure
  - Structure of text
  - Point of view and purpose
- Integration of Knowledge and Ideas
  - Content in diverse formats and media
  - Argument claims, validity and relevance
- Range of Reading and Level of Text Complexity
  - Read and comprehend complex literary and informational texts independently and proficiently

### **Writing**

- Text Types and Purposes
  - Argument
  - Informative/explanatory
  - Narrative
- Production and Distribution of Writing
  - Task, purpose and audience
  - Writing process
  - Use of technology to produce and publish
- Research to Build and Present Knowledge
  - Short and sustained research projects
  - Gather relevant information from multiple and digital sources
  - Draw evidence from literary and informational texts
- Range of Writing
  - Timed writing, extended writing

### **Speaking and Listening**

- Comprehension and Collaboration
  - Prepare, participate, collaborate in a range of conversations
  - Integrate and evaluate presented information
- Presentation of Knowledge and Ideas

### **Language**

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

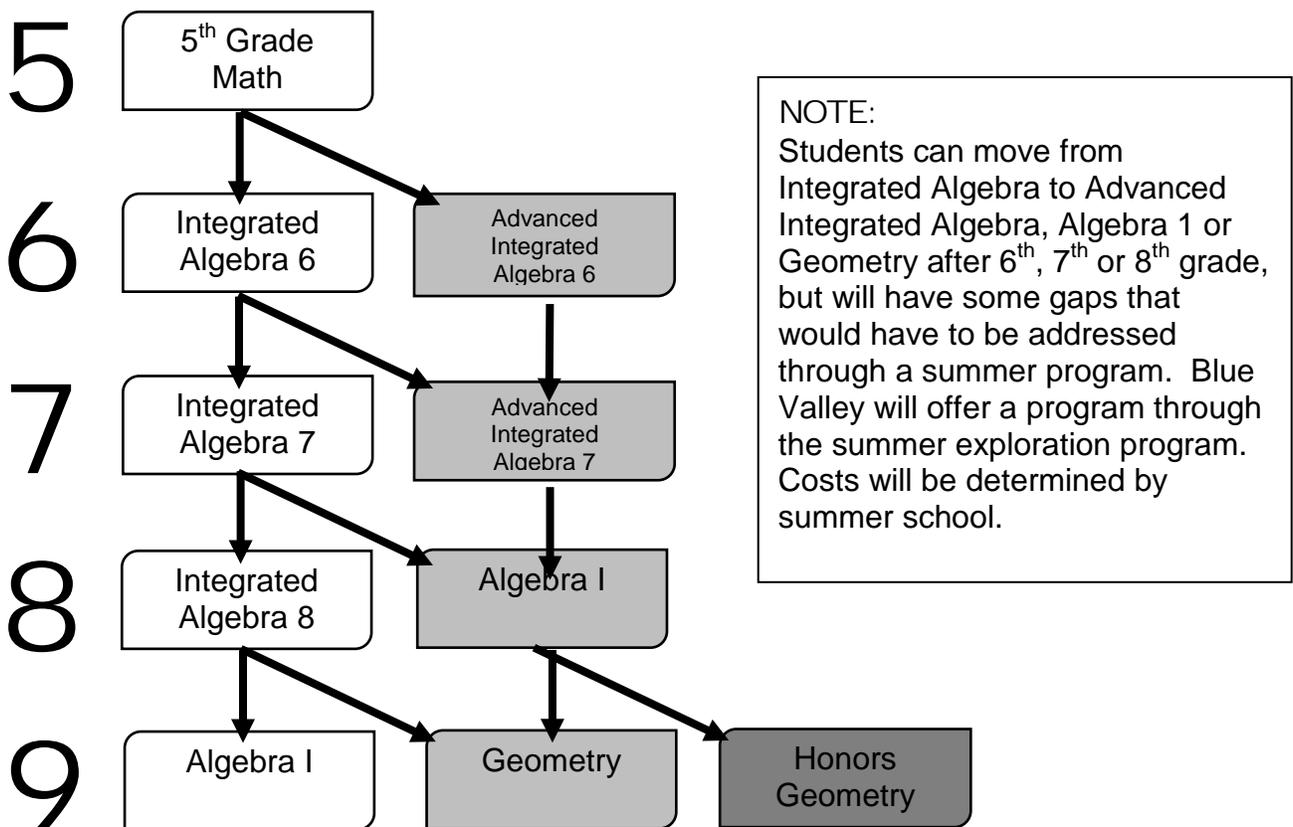
# Mathematics

The Blue Valley Middle Schools use Connected Mathematics Project 3 to teach the Blue Valley Math curriculum. All students should be proficient in the standards of mathematical practice. These standards include: 1) making sense of problems and persevere in solving them; 2) reason abstractly and quantitatively; 3) construct viable arguments and critique the reasoning of others; 4) model with mathematics; 5) use appropriate tools strategically; 6) attend to precision; 7) look for and make use of structure; and 8) look for and express regularity in repeated reasoning. They should have knowledge of and skill in the use of the vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of the discipline of mathematics, including the ability to define and solve problems with reason, insight, inventiveness, and technical proficiency.

Problem Centered--Important mathematical concepts are embedded in engaging problems. Students develop understanding and skill as they explore the problems, individually, in a group, or with the class. The student should be prepared to work independently, persevere, and use mathematical thinking to solve problems. The teacher is a facilitator of learning as students explore concepts through group investigations.

Advanced Integrated Algebra 6, 7 and Algebra 1 is designed for students with a high level of interest in mathematics. Successful students have the ability to reason and problem solve abstractly with ease. Students will investigate and apply course concepts to a deeper level of understanding and at an accelerated pace. The emphasis of this course is to extend the underlying mathematical concepts found in Integrated Algebra. These course will require the students to complete more challenging problems.

## Middle School to High School Math Progression



### **Integrated Algebra 6**

- Ratios and Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems.
- Number System: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers.
- Expressions and Equations: Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables.
- Geometry: Solve real-world mathematical problems involving area, surface area, and volume.
- Statistics and Probability: Develop understanding of statistical variability. Summarize and describe distributions.

### **Advanced Integrated Algebra 6**

- Ratios and Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems.
- Number System: Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers (positive and negative).
- Expressions and Equations: Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities, including operations with rational numbers. Represent and analyze quantitative relationships between dependent and independent variables. Use inverse operations to analyze relationships.
- Geometry: Solve real-world mathematical problems involving area, surface area, and volume of rectangular prisms to extend the Expressions and Equations domain. Draw polygons on the coordinate plane.
- Statistics and Probability: Develop understanding of statistical variability. Summarize and describe distributions.

### **Integrated Algebra 7**

- Geometry: Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle, measure, area, surface area, and volume of two- and three-dimensional objects composed of polygons, cubes, and prisms.
- Number System: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Ratios and Proportional Relationships: Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Expressions and Equations: Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Emphasis will be placed upon analyzing, graphing, and understanding linear relationships which is the foundation of algebraic concepts.
- Statistics and Probability: Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.

### **Advanced Integrated Algebra 7 (pre-requisite successful completion of Advanced Integrated Algebra 6 curriculum)**

- Geometry: Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle, measure, area, surface area, and volume by developing formulas. Verify and describe congruence and similarity using physical models or technology. Proof through informal arguments will be stressed. Understand and describe the effect of dilations, translations, rotations, and reflections on two dimensional figures.
- Number System: Prerequisite understanding of operations with rational numbers (positive/negative fractions and decimals) is expected. Brief review and extensions of these concepts will occur.
- Ratios and Proportional Relationships: Analyze proportional relationships and use them to solve real-world and mathematical problems. Emphasis will be placed on computing unit rates and representing proportionality in tables, graphs, equations, diagrams, and verbal descriptions.

- Expressions and Equations: Use properties of operations to generate equivalent expressions by factoring and expanding linear expressions with rational coefficients. Solve real-life and mathematical problems using numerical and algebraic expressions and equations involving constructing simple equations and inequalities. Derive and use the equation  $y=mx + b$  on a coordinate plane.
- Statistics and Probability: Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations by using measures of center and variability. Investigate chance processes and develop, use, and evaluate probability models using organized lists, tables, tree diagrams and simulation.

### **Integrated Algebra 8**

- Number System: Know that there are numbers that are rational, and approximate them by rational numbers.
- Expressions and Equations: Work with radicals and integer exponents. Understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations.
- Functions: Define, evaluate and compare functions. Use functions to model relationships between quantities.
- Geometry: Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem.
- Statistics and Probability: Investigate patterns of association in bivariate data.

### **Algebra 1- (pre-requisite successful completion of Advanced Integrated Algebra 7 curriculum)**

- Number and Quantity
  - The Real Number System: Extend the properties of exponents to rational exponents. Use properties of rational and irrational numbers.
  - Quantities: Reason quantitatively and use units to solve problems.
- Algebra Expressions and Equations (linear, exponential & quadratic)
  - Seeing Structure in Expressions: Interpret the structure of expressions. Write expressions in equivalent forms to solve problems.
  - Polynomials and Rational Expressions: Perform arithmetic operations on polynomials.
  - Equations: Create equations that describe numbers or relationships.
  - Reasoning with Equations and Inequalities: Understand solving equations as a process of reasoning and explain the reasoning. Solve equations and inequalities in one variable. Solve systems of equations and inequalities. Represent and solve equations and inequalities graphically.
- Functions
  - Interpreting Functions: Understand the concept of a function and use function notation. Interpret functions that arise in applications in terms of the context. Analyze functions using different representations.
  - Building Functions: Build a function that models a relationship between two quantities. Build new functions from existing functions.
  - Linear, Quadratic, and Exponential Models: Construct and compare linear, quadratic, and exponential models and solve problems. Interpret expressions for functions in terms of the situation they model.
- Geometry
  - Understand and apply the Pythagorean Theorem and its converse.
- Statistics and Probability
  - Interpreting Categorical and Quantitative Data: Summarize, represent, and interpret data on a single count or measurement variable. Summarize, represent, and interpret data on two categorical (bivariate) and quantitative variables. Interpret linear models.

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# Exploratory/Elective Program

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Students in the Blue Valley middle schools take a variety of courses in the fine and practical arts areas. All sixth grade students are enrolled in pre-engineering, computer technology, speech and drama, art, and family and consumer science. All sixth grade students also choose a music experience of band, strings, or vocal music that meet on an every-other-day basis alternating with world language. All seventh and eighth grade students enroll in two elective classes each semester from the list below. All middle school students receive physical education instruction every other day all year.

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## Grade Level Exploratory Courses

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### **6<sup>th</sup> Grade – Required**

- pre-engineering
- computer technology
- speech and drama
- art
- family and consumer science
- music experience of band, strings, or vocal music
- world language

### **7<sup>th</sup> Grade – Exploratory – Elective Options** (each class is a semester long unless otherwise noted)

- art
- computer technology
- world language (this course is a pre-requisite for 8<sup>th</sup> grade world languages)
- speech and drama
- vocal music (students may choose a yearlong or semester vocal music class)
- instrumental music (band and strings are yearlong classes)
- family and consumer science
- pre-engineering

### **8<sup>th</sup> Grade – Exploratory – Elective Options** (students may choose four semester elective classes; each class is a semester long unless otherwise noted)

- art
- emerging technologies
- world language (this is a yearlong class)
- speech
- drama
- vocal music (students may choose a yearlong or semester vocal music class)
- instrumental music (band and strings are yearlong classes)
- foods and consumerism
- clothing and consumerism
- pre-engineering

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# Performing & Visual Arts

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## Band & Strings

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Band & Strings in middle school focuses on a range of instruction including proper playing techniques, scales, rhythm, sight-reading, concert literature preparation, and other principles of music theory, music history, and music performance. Students are expected to purchase the necessary method book for the class. Although a select number and type of instruments may be available for use from the school, students are generally expected to provide their own instrument. Students are expected to participate in scheduled performances throughout the school year.

- **Beginning Band or Strings (6)** are electives taken for a full year on alternate days. Students will have the opportunity to begin study on a brass, woodwind, or percussion instrument (band) or violin, viola, cello, or double bass (strings). In order to achieve proper balance within the group, instrument choice is made during the first two weeks of school.
- **Band or Strings (6)** are electives taken for a full year on alternate days. These 2 classes are designed for any student in grade 6 who has had previous experience playing a band or stringed instrument.
- **Band or Strings (7)** are electives taken for a full year one period per day. Many students in these classes have had at least two consecutive years playing experience, or the equivalent, on their individual instruments.
- **Band or Strings (8)** are electives taken for a full year one period per day. Many students in these classes have had at least three consecutive years playing experience, or the equivalent, on their individual instruments.

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## Vocal Music

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Vocal music in middle school begins in 6<sup>th</sup> grade by focusing on a range of instruction including individual and group vocal techniques, rhythm, melody, harmony, form, terminology, and enjoyment and appreciation of music. Students electing to continue with vocal music in 7<sup>th</sup> and 8<sup>th</sup> grade will explore the changing voice, refine choral skills previously taught, and develop skills in sight reading, theory, harmonic progressions, and rehearsal techniques. Student accountability within the ensemble is expected. Students in all grades are expected to participate in scheduled performances throughout the school year.

- **Vocal Music (6)** is an elective taken for a full year on alternate days.
- **Vocal Music (7)** is an elective class that is either taken for one semester or a full year.
- **Vocal Music (8)** is an elective class that is either taken for one semester or a full year. Students anticipating participation in high school vocal music are encouraged to enroll in this class for the full year.

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## Speech & Drama

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Speech & Drama at the middle school provide an enjoyable approach to self-development, expression, and creativity. Students are encouraged to express ideas and incorporate skills designed to promote self-esteem, poise, presence, and communication.

**Speech & Drama (6)** is an exploratory class that will provide a wide range of experiences in communication.

- Students explore their feelings both formally and informally in a safe, success-oriented environment meant to foster self-esteem

**Speech & Drama (7)** is a semester elective class.

- Designed to build on the skills learned in 6<sup>th</sup> grade
- Enhance and strengthen self-confidence, poise, peer interaction, and listening, social, and oral communication skills

**Speech (8)** is a semester elective class.

- Designed to acquaint students with areas offered in the high school speech curriculum.
- Communication skills are further developed with small group work and individualized instruction to meet the needs of the variety of students

**Drama (8)** is a semester elective class.

- Develops verbal and non-verbal communication skills through participation in drama, pantomime, listening, and interpretation of materials
- Creativity, concentration, and observation are stressed
- Opportunity to perform before peers

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## Visual Arts

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The middle school Visual Arts program is designed to engage students in critical thinking and imaginative problem solving. Elements of Art and Principles of Design will be used as the foundation for creating and evaluating artwork. A nurturing and creative environment is provided in which students can develop their own artistic voice.

### **Visual Arts (6)**

- Provide students with a transition from the elementary art program to the middle school program
- Introduce the developmental art skills and experiences that increase their understanding and appreciation for art
- Explore two- and three-dimensional art, such as drawing, painting, mixing color, 1-point perspective, ceramic hand-building, mixed media, and printmaking
- Look at subject matter, symbols, ideas and their meanings in art making

### **Visual Arts (7)** (semester class)

- Provides a transition from the exploratory art program to the elective classes
- Create meaningful images that focus on two-dimensional and three-dimensional media, such as drawing, painting, printmaking, clay, plaster, and paper to communicate and solve visual problems in more depth
- Evaluate meaning by interpreting subject matter, symbols and ideas in their artwork

**A fee is charged.**

### **Visual Arts 8** (semester class)

- An elective course designed to provide the student with appropriate knowledge as needed for the transition into the high school program
- Multiple media, techniques, and processes are used to involve the student in advanced application of visual problem solving in two-dimensional and three-dimensional art forms
- Drawing, painting, color mixing, sculpture or ceramics, printmaking, or mixed media are some of the creative medias explored
- Create, understand, and appreciate works of art through the use of the Design Elements and Principles, and are the foundation of the program
- Interpret meaning in works of art through subject matter, symbols, and ideas demonstrating critical thinking and visual literacy

**A fee is charged.**

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## Practical Arts

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Students in the Blue Valley middle schools take a variety of courses in the fine and practical arts areas. Middle school exploratory teachers refine and reinforce the skills that have been introduced at the elementary level as well as teach new skills. In addition to the specialized skills and objectives of each individual course, the exploratory/electives program at the middle school provides students with the opportunity to apply math, science, social studies, reading, and communication arts skills in a real-life setting. Each learning experience and every class at the middle school level

is equally important. Exploration is a developmental need of early adolescents and provides for the practical application of knowledge and skills. During the early adolescent years students are discovering not only who they are, but also defining who and what they want to be and can become. Specific courses offered through the middle school exploratory program can be seen below. If you have any questions about specific objectives, skills, and knowledge of any exploratory classes, please contact your child's teacher.

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## Computer Technology

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### **Computer Technology 6**

Computer Technology 6 familiarizes the student with basic computer functions and safe internet use. A variety of integrated projects provide students with the opportunity to enhance their use of word processing, spreadsheet and graphics applications. Additional software and multi-media technology is used to create presentations and reinforce problem-solving skills.

### **Computer Technology 7 (18 weeks)**

Computer Technology 7 provides students further experience with word processing, spreadsheet and graphics applications as they are integrated into various individual and team projects. Internet safety and keyboarding are reinforced. Desktop publishing, multimedia presentation design and problem-solving skills are developed using a variety of software and web tools. Students are introduced to programming, animation, and digital photography and utilize the latest technology to enhance their academic experience.

### **Emerging Technologies 8 (18 weeks)**

Emerging Technologies 8 focuses on the use of new technologies as tools for learning. This is a dynamic course with content that is updated frequently to reflect new technologies that students will be expected to use in the full range of classes taken during high school. Students employ college readiness skills and technology literacies to solve real-world problems. Students are also introduced to the tools, processes, and self-management skills required for online courses.

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## Family and Consumer Science (FACS): Skills for 21<sup>st</sup> Century Life & Careers

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### **Family and Consumer Sciences 6**

During this exploratory course, students participate in introductory projects related to food preparation and sewing. Students use current research on nutrients, the Food Pyramid MyPlate?, and food labels to make wise personal food choices.

### **Family and Consumer Sciences 7 (18 weeks)**

In this semester course, students apply problem-solving and creativity as they explore the topics of food, nutrition, clothing and consumerism. Skills will be learned to promote decision-making for a well-balanced and healthy life. Students will utilize current technology and equipment in the foods and sewing labs as they complete individual and group projects and challenges. **Students will provide materials for the clothing/sewing portion of the course. A course fee will cover food supplies.**

### **Foods & Consumerism 8 (18 weeks)**

In this Family and Consumer Sciences course, students apply problem-solving and creativity to real-life challenges related to healthy food choices and habits, fitness and exercise, food preparation, interpersonal communication, community and environmental responsibility, and money management and consumer issues. Skills in goal setting, decision making, and time management are demonstrated through the completion of various projects using technology and the foods lab. Students explore career interests and gain awareness of related high school and college options. **A fee is charged.**

### **Clothing and Consumerism 8 (18 weeks)**

In this Family and Consumer Sciences course, students explore the use of fabrics and textiles in personal and home decoration projects. Labs develop creativity in use of personal space and image enhancement. Skills in goal setting, decision making and time management are demonstrated through the completion of various projects using current technology. In addition, students develop consumer skills and explore career interests and related high school and college options. Students are responsible for materials required for projects.

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## Pre-engineering

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### Pre-engineering 6

Pre-engineering 6 offers students an introduction to the engineering design process as it relates to various fields in technology. Through projects in the computer and wood production labs, students gain an understanding of technology's impact on our lives, construction processes, shop tools and safety, drafting, and power and energy. Students participate in hands-on activities as they collaborate and use the design process to solve challenge problems.

### Pre-engineering 7

Pre-engineering 7 offers students an introduction to engineering as it relates to the technology fields of Construction, Drafting, Manufacturing, and Power and Energy. Students apply the engineering design process to solve challenges that encourage innovation, critical thinking and teamwork. Students design, build and test prototype solutions to challenges such as truss bridges, CO<sub>2</sub> dragsters, and home designs. As students work in the wood production and computer labs to solve these challenges, they develop skills in basic drafting, technical math, shop safety and the use of tools and equipment. **A fee is charged.**

### Pre-engineering 8

Pre-engineering 8 expands students' understanding of engineering as it relates to the technology fields of Construction, Communications, Drafting, Manufacturing, Transportation, and Power and Energy. Working in the wood production and computer labs, students apply the engineering design process to solve challenges that encourage innovation, critical thinking, and teamwork. Students gain skills related to materials and equipment safety, technical math, use of hand and power tools, blueprint reading, and CAD drafting. Students design, build and test prototype solutions to challenges in such areas as robotics, architectural structures, mechanical products, and alternative-fuel vehicles. **A fee is charged.**

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## World Language

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### Continuing Spanish 6 (yearlong, alternating days)

This full-year course for 6<sup>th</sup> graders is offered on alternate days. The focus of the class is on speaking and listening, basic writing of words, phrases and simple sentences, and reading simple texts on familiar topics. Students learn very basic grammar concepts. This class is taught in Spanish and builds upon the K-5 language experiences. Continuing Spanish is available in all middle schools.

### Continuing French 6 (yearlong, alternating days)

This full-year course for 6<sup>th</sup> graders is offered on alternate days. The focus of the class is on speaking and listening, basic writing of words, phrases and simple sentences, and reading simple texts on familiar topics. Students learn very basic grammar concepts. This class is taught in French and builds upon the K-5 language experiences. Continuing French is available at Leawood and Prairie Star middle schools.

### Continuing Spanish 7 (one semester, every day)

This semester course for 7<sup>th</sup> graders is offered daily. The focus of the class is on increasing vocabulary and expanding conversational, reading and writing skills at the novice mid-level. Students continue to learn basic grammar concepts. This class is taught in Spanish. Continuing Spanish is available in all middle schools. This course is a prerequisite for Continuing Spanish 8.

### Continuing French 7 (one semester, every day)

This semester course for 7<sup>th</sup> graders is offered daily. The focus of the class is on increasing vocabulary and expanding conversational, reading and writing skills at the novice mid-level. Students continue to learn basic grammar concepts. This class is taught in French. Continuing French is available at Leawood and Prairie Star middle schools. This course is a prerequisite for Continuing French 8.

### Continuing Spanish 8 (yearlong, every day)

This course is designed for students who have completed Continuing Spanish 6 and 7 or the equivalent. The focus is on using language for communication, reading short authentic passages and writing simple paragraphs at the novice high/intermediate low proficiency level. Students continue to build their vocabulary and grammar knowledge, with an emphasis on applying this learning in meaningful, life-like situations. Students are expected to use Spanish during class. This class is taught in Spanish. Continuing Spanish 8 is available in all middle schools. Students who successfully

complete this course may apply for high school credit at the end of the year and are placed in high school Spanish 2.5 as ninth graders.

### **Continuing French 8** (yearlong, every day)

This course is designed for students who have completed Continuing French 6 and 7 or the equivalent. The focus is on using language for communication, reading short authentic passages and writing simple paragraphs at the novice high/intermediate low proficiency level. Students continue to build their vocabulary and grammar knowledge, with an emphasis on applying this learning in meaningful, life-like situations. Students are expected to use French during class. This class is taught in French. Continuing French 8 is available Leawood and Prairie Star middle schools. Students who successfully complete this course may apply for high school credit at the end of the year and are placed in high school French 2.5 as ninth graders.

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## **Physical Education**

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### **All Grade Levels**

Physical education is required all year, every other day. Physical fitness concepts and activities are stressed. Skill fundamentals of team sports and lifetime sports are also introduced in the basic P.E. curriculum. Each student may need to purchase combination locks to secure items left in P.E. lockers. All clothing items should be marked with the student's name. Students are expected to dress out and participate. They take written tests and may produce portfolio pieces concerning physical activity. Students are expected to maintain or improve their level of fitness yearly. It is important to note the Health Education curriculum is taught with age-appropriate content and materials are integrated by classroom teachers, P.E. teachers, school nurses and school counselors. For specific information about content of the health curriculum, please see the school nurse or the building administrator.

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## **Virtual Education**

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### **\*Students who have completed the 8<sup>th</sup> grade year**

Students who have completed the 8<sup>th</sup> grade year are eligible to enroll in Virtual courses offered during the summer semester. Only students who have completed the 8<sup>th</sup> grade year and will be attending high school during the next upcoming semester are eligible to enroll in a Virtual course.

Blue Valley Virtual Education provides students with the opportunities to design their own personalized learning. The online classrooms contain a variety of technologies including: discussion forums, assignments, quizzes and virtual textbooks. Each web-based course is designed to align with the Blue Valley District curriculum and the Kansas state standards. Additional information about the Virtual Education program can be found on the district website at <http://www.bluevalleyk12.org/virtualed>.

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**2014-2015**  
**Sample Student Schedule**

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	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
Period 1	Social Studies	Speech	PE/Guided Study
Period 2	Math	Spanish	Science
Period 3	Art	Math	Social Studies
Period 4	Spanish/Music	PE/Guided Study	Reading
Period 5	English Lang Arts	English Lang Arts	Math
Period 6	PE/Guided Study	Reading	English Lang Arts
Period 7	Science	Social Studies	Spanish
Period 8	Reading	Science	Computer

Notes:

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- Lunch schedules will vary by building with serving times generally scheduled between 11:00 a.m. and 1:00 p.m.
  - This is a sample schedule only. Individual school schedules may vary in order to accommodate staffing.
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Additional information regarding the Blue Valley School District curriculum can be found at:  
[www.bluevalleyk12.org/cur](http://www.bluevalleyk12.org/cur)

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## **Blue Valley School District**

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