Granada Preparatory School

Middle School Scope & Sequence

	Grade 6	Grade 7	Grade 8
Math-ematics	**PRE-ALGEBRA** In MYP Year 1, students become familiar with representing realistic and abstract scenarios with numbers ranging from integers to fractions and ratios. They will practice representing and analyzing situations verbally (writing), visually, and abstractly, i.e. with equations. Basic geometry applications including perimeter and area for the most basic figures will be included. **Skills and Knowledge:** • basic properties • absolute value/ordering integers • integers and integer operations • coordinate plane- labeling, plotting points, graphing • ratios and rates versus fractions • rational numbers and rational number operations • factoring • fractions/decimals/percents • statistics- bar graphs, scatter plots, box plots, mean, median, mode, misleading statistics • equations up to two-step equations, ideally including fractions • perimeter and area of rectangles, triangles, trapezoids, parallelograms, circles • basics of angles	**ALGEBRA 1A** In MYP Year 2, students extend their fluency with manipulating rational numbers, including multi-step equations, manipulating formulas, and analyzing increasingly complex real-life scenarios requiring mathematical approaches to percentages and averages. They will explore the basic counting principle, permutations, and combinations. They will learn the Pythagorean Theorem and applications. **Skills and Knowledge:** • algebraic properties • multi-step equations including fluency with distributive property • more detail and applications with rational numbers- equations, percent of change, weighted averages • formulas and formula manipulation • relations vs	**ALGEBRA 1B**: In MYP Year 3, students explore nonlinear relationships, namely quadratics. This includes representing and analyzing verbally, visually, and abstractly. Exponential functions are also covered. **Skills and Knowledge:** • monomial vs binomial vs polynomial • polynomial addition, subtraction, and multiplication • standard form of quadratic equations • solving by factoring • solving by completing the square • solving by quadratic formula • solving by graphing • exponential functions- when do they apply, solving, graphing • continue with frequency tables and analysis

		functions vs linear functions • representing linear relationships verbally, visually, abstractly • graphing linear equations/writing equations from graphs: standard form, slope-intercept form, slope, y-intercept, x-intercept, reading graphs/making predictions • linear inequalities: solving, graphing • systems of linear equations, including solving with graphing, substitution, and combinations • systems of linear inequalities • rational exponents • rational vs. irrational numbers • frequency tables and analysis	

GPS Middle School Scope & Sequence

	Grade 6	Grade 7	Grade 8
Music	*ARTISTIC PERCEPTION* Students will learn to process, analyze and respond to sensory information through the language and skills unique to music. Students will read, notate, listen to, analyze, and describe music and other aural information, using music terminology. **Skills & Knowledge** • Read, write, and perform intervals and triads. • Read, write, and perform rhythmic and melodic notation. • Transcribe simple aural examples into rhythmic notation. • Sight-read simple melodies in the treble clef (level of difficulty: 1 on a scale of 1-6). • Students will learn to create, perform, and participate in music. • Learn to sing in two part harmony. • Students will learn the historical contributions and cultural dimensions of music, which could range from the Classical time period up through the origins of Jazz and Rock n' Roll. • Students will learn to make judgments about works of music using	**ARTISTIC PERCEPTION** Students will learn to process, analyze and respond to sensory information through the language and skills unique to music. Students will read, notate, listen to, analyze, and describe music and other aural information, using music terminology. **Skills & Knowledge** • Read, write, and perform intervals, chordal patterns, and harmonic progressions. • Read, write, and perform rhythmic and melodic notation. • Transcribe simple aural examples into melodic notation. • Sight-read melodies in the treble and bass clef (level of difficulty: 2 on a scale of 1-6). • Students will learn to create, perform, and participate in music. • Learn to sing in 3 part harmony Students apply vocal and instrumental musical skills in performing a varied repertoire of music. • Compose short pieces. • Compose and arrange simple pieces for voice and instruments, using digital/ electronic media. • Improvise melodies and harmonic accompaniments.	**ARTISTIC PERCEPTION** Students will learn to process, analyze and respond to sensory information through the language and skills unique to music. Students will read, notate, listen to, analyze, and describe music and other aural information, using music terminology. **Skills & Knowledge** • Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions. • Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters. • Transcribe aural examples into rhythmic and melodic notation. • Sight-read accurately and expressively (level of difficulty: 3 on a scale of 1-6). • Apply vocal and instrumental musical skills in performing a varied repertoire of music. • Compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate. • Compose short pieces in

	musical terms. • Students will begin to apply what they learn in music across subject areas. • Develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. • Learn about careers in and related to music.	• Students will learn the historical contributions and cultural dimensions of music, which could range from the Classical time period up through the origins of Jazz and Rock n' Roll. • Students will learn to make judgments about works of music using musical terms.	duple, triple, mixed, and compound meters. • Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources, including digital/ electronic media. • Improvise melodic and rhythmic embellishments and variations in major keys. • Improvise short melodies to be performed with and without accompaniment. • Compare and contrast the functions music serves and the place of musicians in society in various cultures. • Identify and explain the influences of various cultures on music in early United States history. • Explain how music has reflected social functions and changing ideas and values. • Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures. • Perform music from diverse genres, cultures, and time periods. • Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.

GPS Middle School Scope & Sequence

	Grade 6	Grade 7	Grade 8
Science	In MYP 1 Science, the students are first introduced to the scientific method and the materials used in the lab. They spend time learning how to use each piece of equipment, how to conduct a good experiment and how to effectively report their findings. They then study a range of topics across the curriculum in physical, earth, and biological science applying the skills they have learned. **Skills** • Design a lab to answer a scientific question • Conduct a well thought out experiment • Write a formal lab report • Make a model of an atom • Extrapolate important information from an article on a topic • Create a media presentation on a topic • Present information to the class orally • Apply knowledge to suggest solutions to a real world problem • Classification • Using a dichotomous key **Knowledge** • Names of pieces of lab equipment and their uses • Steps of the scientific method • States of matter • Structure of atoms and molecules • Compounds and mixtures • What the symbols in a chemical equation mean	The topic for year 2 is biological science. Students learn about the smallest thing that can be called alive – the cell. They learn it's parts, how it grows, reproduces, and transfers code from one to another to create identical cells. They learn about dominant and recessive traits and explore how traits are passed from parent to offspring. They explore the structure of bacteria, viruses, and single celled organisms that make up the Protist kingdom. During the second half of the year students discover the need for classification, and develop rules for classifying their classmates before examining the various phyla of the animal kingdom to learn the traits of each and why seemingly unrelated organisms are often grouped together. **Skills** • Design a lab to answer a scientific question • Conduct a well thought out experiment • Write a formal lab report • Make a model of a cell, DNA • Extrapolate important information from an article on a topic • Create a media	Year 3 is split into two parts. During the first half of the year, students study the human body. They take an in depth look at each of the body systems and explore how they work together to allow the body to remain healthy and function. They also explore what happens when something goes wrong – the impact of disease on the body. During the second half of the year they explore topics in physical science including motion, forces, and energy. Through a series of experiments, they develop a better understanding of motion, forces, Newton's Laws, and the benefit of using simple machines to do work. At the end of the year, they use their knowledge to build a mouse trap containing simple machines, forces, and energy conversions to capture a pretend mouse. **Skills** • Develop a scientific question and design a lab to answer it. • Conduct a well thought out experiment • Write a detailed formal lab report including interpreting data, analyzing, and summarizing findings • Extrapolate important information from an article on a topic • Create a multi media presentation on a topic • Oral presentation

	• The various types of pollution and their causes • The impacts of pollution on our lives • Natural Resources renewable/nonrenewable • What can be recycled and what can't • Consequences of improper resource management • Geologic history of the earth/tracking changes over time • Types of plants and animals that existed and when • Types of fossils • How to determine age • Plate tectonics • Natural forces that shape our earth and the impact	presentation on a topic • Present information to the class orally • Apply knowledge to suggest solutions to a real world problem • Dissect an organism • Classification • Use of a microscope • Using a dichotomous key **Knowledge** • Proper use of lab equipment • Steps of the scientific method • Parts of a cell • Structure of plant and animal cells • Structure of DNA • Mitosis and meiosis • Genetics and the Punnett Squares • Differences between bacteria and viruses • Types of protists, structure, characteristics, and uses • One celled organisms • Systems for classifying living things • What constitutes an animal • Characteristics of each phylum and developmental trends	• Application of knowledge to suggest solutions to a real world problems • Dissect a specimen • Use of a microscope • Use of mathematical formulas • Data analysis and graphing • Assessing validity of findings **Knowledge** • Proper use of lab equipment • Steps of the scientific method • Parts and function of each body system • Interconnectedness of body systems • Impact of disease on the body • Requirements to maintain healthy body function • Terminology of motion – relative motion, distance and displacement, speed, velocity, momentum, inertia, acceleration, and the formulas to calculate each. • Newton's laws and the ability to use them to explain reactions • Types of friction – Static, sliding, rolling • Circular motion, velocity, gravity, and terminal velocity • Work and power and how to calculate each • The 6 types of simple machines, when and how they're used, and their impact on work being done. • Pascal's, Archimedes, and Bernoulli's Principals and their applications to explain real world events.

GPS Middle School Scope & Sequence

	Grade 6	Grade 7	Grade 8
Spanish	During this year, students will learn the language through five different learning units. The vocabulary is organized by topics or situations related to the theme of the unit. The vocabulary is reinforced and used in different contexts. The grammar of language is directly related to the communicative function. Each unit has a grammatical comparison between the Spanish language and the English language. Cultural maps not only give a different perspective of the countries studied but also provide readings related to the culture of that country. **Objectives** • To spell and pronounce Spanish Words • To greet and make introductions • To say goodbye and to use certain courtesy phrases • To describe family members • To explore cultural aspects of Mexico, Perú, Puerto Rico, and Guatemala • To express temporary states, sensations, and conditions • To identify people and things • To talk about shopping and schedules • To express likes and dislikes • To describe and compare clothing	During this year, students will learn the language through five different learning units. The vocabulary is organized by topics or situations related to the theme of the unit. The vocabulary is reinforced and used in different contexts. The grammar of language is directly related to the communicative function. Each unit has a grammatical comparison between the Spanish language and the English language. Cultural maps not only give a different perspective of the countries studied but also provide readings related to the culture of that country. **Objectives** • To introduce people • To describe family members and friends • To describe people's physical features and personality traits • To talk about the parts of the house and household furniture • To identify the parts of the body and their basic functions • To organize daily hygiene routines • To talk about physical and emotional conditions • To identify professions and workplaces • To express free-time activities • To demonstrate interest in certain hobbies • To talk about past actions	During this year, students will learn the language through five different learning units. The vocabulary is organized by topics or situations related to the theme of the unit. The vocabulary is reinforced and used in different contexts. The grammar of language is directly related to the communicative function. Each unit has a grammatical comparison between the Spanish language and the English language. Cultural maps not only give a different perspective of the countries studied but also provide readings related to the culture of that country. **Objectives** • To identify yourself and others. • To describe people. • To express states of being and feelings. • To ask questions. • To use expressions to introduce oneself, to express admiration of someone and to express joy and fun. • To describe a person's physical characteristics and personality traits. • To make comparisons and use superlatives. • To express the progress of an action. • To identify and describe places. • To describe a neighborhood. • To use expressions that confirm information, express surprise or astonishment and approval

	• To represent quantity in words and phrases • To decide what to buy at specialty food stores and perform tasks in a kitchen • To describe items on a dining table, and actions and expressions related to dining **Vocabulary** • Alphabet • Classroom items • Days of the week, months and seasons • Useful expressions in the classroom • Weather terminology • Family members, physical characteristics, and personalities • Parts of the house, furniture, and household items • Leisure activities • Stores in a shopping center • Clothing, and footwear • Food: meals and beverages • Useful expressions about meals **Grammar** • To pronounce and spell Spanish words • To ask questions • To tell time • The verbs SER, TENER, and ESTAR • To describe people: descriptive adjectives, gender and number agreement • To identify nouns, gender, number, and articles • To conjugate present tense verbs ending in –AR, -ER, -IR • To specify frequency using adverbs • To express actions in the present through irregular verbs: e>ie,	• To use travel vocabulary. • To talk about destinations and accommodations. • To express cause • To describe nature and the environment • To wish someone good luck, to express admiration, and to state quantity **Vocabulary** • Family members • Personality traits and physical characteristics • Places and objects in the home • Chores and leisure activities • Clothing and colors • Parts of the body • Daily hygiene routines • Healthy lifestyle habits • Professions • Workplaces • Free-time activities, hobbies, and sports • Modes of transportation • Travel actions and information • Destinations and accommodations • Directions • Numbers from 101 – 1,000 • Geographical terms • Political divisions **Grammar** • The verbs ESTAR, SER, and TENER • Gender and number agreement in adjectives and nouns • Adverbs of location • IR A + place • Verbs in the present tense • Verb GUSTAR • Reflexive verbs • Commands • To express the actions of the five senses • Present progressive • Present participle	or disapproval. • To describe the rooms in a house. • To talk about household chores. • To talk about places in the community. • To talk about past shopping experiences. • To use expressions that asks about and expresses knowledge of a fact, expressions that express the order of actions, and expressions to wish somebody luck. • To talk about food. • To give shopping related commands. • To communicate in common dinning related situations. • To talk about a restaurant experience. • To use expressions to order food in a restaurant, expressions to ask a waiter for something, and expressions to ask for something on the table. **Vocabulary** • Personal introductions, expressing admiration, expressing feelings and emotions. • Family members and personal relationships. • Physical characteristics and personality traits. • Emotional states and feelings. • Household chores. • The house. • Home furnishings and accessories. • Home appliances. • The neighborhood. • Clothing and accessories. • Fabric and fit. • Expressions used to express the order of actions. • Expressions used to ask about and to express knowledge of a fact.

	o>ue • To express likes and dislikes: verb GUSTAR • To make comparisons • To express desire and preference using: QUERER and PREFERIR • To decide for whom an action is performed or who benefits from it **Culture** • Greetings and introductions • Saying goodbye and common courtesies • Frida Kahlo: life and art • Comparison between families in the United States and Mexico • Symbols of Puerto Rico, famous monuments, and geographic maps • Units of measure used in Puerto Rico • Cultural information about Guatemala, el quetzal, Tikal, Rigoberta Menchú, and la marimba • The role of jade in ancient culture • Currency in Guatemala • Cultural information about Peru: the Incas, the Nazca lines, and the Caballitos de totora • The food in Perú	• IR A + infinitive • Regular –AR, -ER, and –IR verbs in the preterit tense • Preterit tense of the verbs SER and IR • Expressing cause using the conjunction PORQUE and the preposition POR • Irregular verbs DECIR and HACER • Irregular verbs TENER in the past tense **Culture** • The geography and history of Spain • El Guernica by Pablo Picasso • The most important places to visit in Spain • To explore the cultural aspects of Spain • The latin point of view of United States: la calle ocho, little Habana • Bilingual professions • The Hispanic Society of America Museum • Latin Grammy Awards • The tex-mex music • The latino influence on the United States • To explore the cultural aspects of the United States • El tren de las nubes • La pampa and gaucho tradition • The most important places to visit in Argentina • Iguazú Falls • The works of an Argentine author • To explore the cultural aspects of Argentina • Atacama Desert and el Valle de la luna • Currency in Chile • Viña del Mar and the festival • A Chilean poet: Pablo Neruda	• Expressions to wish somebody luck. • Food packaging and actions in the grocery store. • Food preparation and flavors. • Expressions used to order food in a restaurant. • Expressions used to ask a waiter for something. • Expressions used to ask for something on the table. **Grammar** • Possessive adjectives and pronouns. • Adjectives and nouns. • Comparisons and superlatives. • To ask questions: interrogatives. • Present progressive tense. • Present participles. • Direct object pronouns. • Indirect object pronouns. • Demonstratives. • Regular –AR verbs in the preterite tense. • Regular –ER and –IR verbs in the preterite tense. • Irregular verbs SER, IR, DECIR, TENER, ESTAR, and HACER in the preterite tense. • Irregular stem-changing –IR verbs in the preterite tense. • To express quantity: Indefinites. • Singular affirmative commands. • Plural affirmative commands. • Negative commands. **Culture** • Ancient America: Mayas and Aztecas • Central American geography and cultures. • Las Antillas Mayores y Menores. Tourism in the Caribbean. • Los Andes Centrales: La Avenida de los volcanes, traditional clothing and

			textiles from the Andes. • Norteamérica: Traditional dishes, Cacao and chocolate, Cultural aspects of meal times, Tex-Mex culture: Music and Food.

GPS Middle School Scope & Sequence

	Grade 6	Grade 7	Grade 8
Visual Arts	In the first year of middle school art, the students consider how the elements of art and principles of design can be used as the framework for creating original artworks. They are responsible for demonstrating how to use the tools, materials, and techniques of various 2D and 3D media to make intentional choices in original art. They deconstruct color theory, investigate two and three dimensional art media in art history and analyze the systems of the basic building blocks of art making. • Line, shape, color, form, texture, value, space are the elements of art. Students will identify, define and categorize these elements. They will explore how these combine to create the principles art: rhythm, balance, contrast, pattern, movement, emphasis and unity.	Year 2 of art consists of two units of inquiry. In the first unit, Beauty in Action, Art and PE focuses on how movement, in both visual art and physical education, is a driving principle. Observing and creating the sensation of movement through physical activity and in figure studies serve as an interdisciplinary overlap and a way to make learning both fun and relevant. In year 2, the middle school students are using the idea of the figure in motion as inspiration. The students practice creating a grid, which is used to transfer a photo of a figure in motion. They learn about proportions and gesture drawing. They create value scales and drawing techniques to decide which method to use for their final draft. They design and photograph a partner underwater to capture movement. They create an original work using a model based in teaching	Year 3 art consists of two units of inquiry. In the first unit, Expressing ideas and information through art - Empty Bowls for 8th, the students observe, practice and utilize the skills needed to create ceramic bowls to be used for the Empty Bowls event in April. They use their process journals to plan, sketch and revise their design. After they have determined their artistic intent, they use the bowl as their canvas to depict the style and culture of an artist of their choosing. They reflect on their process and write an artist statement about their artwork. In the second unit, Identity Unboxed, the students explore how identity can be represented through artistic expression. They critique the art boxes of Joseph Cornell and Lucas Samaras. They explore how humans can express themselves through emotion, communication, action, body language and art. Also, they discuss how humans represent themselves with intention and choice. Identity is shaped by how we see ourselves and what we choose to be important. They create a self-portrait with a quotation that represents who they are and an identity box that shows how they see themselves inside and out. On the exterior, they are asked to incorporate a plaster cast of their face as part of the process. As with the first unit, they started with an artistic intent and finished with an artist statement

	• Examples of art making experiences: o Color & Value: Color schemes, color wheel, tints and shades, value and intensity, painting. o Line & Space: 1 point perspective, rule of thirds, Composition, drawing. o Radial balance: Using line, color and value, students create a balanced composition. • Ceramic bowl Students sculpt hand built bowls. Specific skills include slab building, scratch and slip joining, creating a proper foot, lip and body of a utilitarian bowl. They learn how to decorate the surface using sgraffito designs and glazing techniques. Vocabulary: plastic, leatherhard, greenware, bisque, glazeware, slab, slip & score	artistic behaviors (TAB) wherein they choose the medium, scale and imagery to depict the statement of inquiry: The moving form of the human body in athletic action can illustrate beauty. In the second unit, Create the Change You Want to See in the World, the students observe, practice and utilize the skills needed to create ceramic bowls to be used for the Empty Bowls event in May. They use their process journals to plan, sketch and revise their design. After they have determined their artistic intent, they use their bowl as their canvas to depict a change they would like to see in the world. They reflect on their process and write an artist statement about their artwork. **SKILLS** • Illusion of depth: size, placement, overlapping • perspective (linear and atmospheric) • Human figure and facial proportions • Process of creating with clay/ceramics • Value: The lightness or darkness of a color using hatching, cross-hatching, stippling, shading and scumbling drawing techniques. • Underwater photography **KNOWLEDGE** Artists use the studio habits of mind to create art: Develop Craft, Engage & Persist, Envision,	reflection. **SKILLS** • Develop 8 STUDIO HABITS OF MIND: o •Develop Craft •Engage & Persist •Envision •Express •Observe •Reflect •Stretch & Explore •Understand Art World • Plaster casting • Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art. • Use artistic terms when describing the intent and content of works of art. • Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes • Select a medium to communicate a theme in a series of works of art. • Design and create both additive and subtractive sculptures. • Responding to, Analyzing, and Making Judgments about Works in the Visual Arts **KNOWLEDGE** Students delve into an inquiry of human nature and identity. They discover ways to represent their unique qualities and express the essence of who they are as unique individuals.

		Express, Observe, Stretch and Explore, Understand the Art World, Reflect. The students inquire into different ways movement can be shown in works of art featuring the figure. Students examine works of contemporary artists whose work centers around the moving figure.	

GPS Middle School Scope & Sequence

	Grade 6	Grade 7	Grade 8
Technology	The Design Cycle is introduced in MYP year 1 and continues to be developed during years 2 and 3. Each year students are presented with a design challenge, and working collaboratively using the steps of the design cycle, they develop a solution to the challenge. During MYP 1, the challenge involves the production of a video demonstrating how to do something. In the past, they have worked in conjunction with science with the end result being a video that demonstrates how to do a proper lab report. In year 2, students research/play games to discover what makes a game entertaining or fun and then use the design cycle to help them create new, unique games that meet the criteria of entertaining or fun based on their research and testing. In MYP year 3, the challenge is to create games for the Halloween Carnival. The students meet with their client – the PTSO to ask a variety of questions before beginning the designing. They then create ideas, submit them to the client for review, and once their design is approved, build the game. The younger students look forward to seeing what the 8th grade has created each year. At the end of each project, students reflect on their efforts, looking at what was done well and what they could improve upon next time.		

GPS Middle School Scope & Sequence

<table>
<tr><th></th><th>Grade 6</th><th>Grade 7</th><th>Grade 8</th></tr>
<tr><td rowspan="2">Physical Education</td><td colspan="3">Objectives
To promote a positive attitude and awareness towards an active and healthy lifestyle in the pursuit of lifelong health.
To assist students in developing and maintaining a healthy level of physical activity and fitness.
To develop efficient and effective motor skills as well as knowledge and understanding involved in attaining competence in a variety of athletic and recreational pursuits.
To offer an environment, which encourages cooperation, teamwork, responsibility, sportsmanship and self-confidence.
Course Content: Students will acquire the knowledge, skills, rules and strategies necessary to participate at a safe and functional level in a variety of physical activities from the following three categories: individual and dual activities, games, and movement activities. Lessons will incorporate a balance of individual, cooperative, recreational and competitive environments.</td></tr>
<tr><td colspan="2">Students will be able to create a Personal Workout Log and answer questions to draw a comparison of individual results.
Measure and evaluate changes in health-related physical fitness based on physical activity patterns.
Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
Participate in moderate to vigorous physical activity a minimum of 3 days each week.
Students will evaluate pre/post Workout log assessment results.
Racquet Sports Fundamentals: a forehand serve, a backhand serve, overhand serve
Volleyball Fundamentals; Passing, Setting, Hitting, Overhand and Underhand Serve
Cricket/Baseball/Whiffle Ball Fundamentals: throwing, catching, hitting, and fielding. Be able to identify differences and similarities of each activity.
Basketball Activities: Fundamentals of passing, dribbling, and shooting
Design a personal nutrition journal. Identify the 6 Nutrition Essential (Protein, Carbohydrates, Fats, Mineral, Vitamins and</td><td>Develop a Callisthenic Workout
Resistance training principles
Safety concerns
Proper technique/form
Identifying and targeting muscle groups
Identifying benefits of resistance training
Improved level of physical fitness vs sport-specific training
Participate in moderate to vigorous physical activity a minimum of 3 days each week.
Racquet Sports Fundamentals: a forehand serve, a backhand serve, overhand serve</td></tr>
</table>

	Water) as well as understand the role each has in a healthy diet. • Will be able to comprehend and identify Nutritional Facts Labels on food products • Students will create an outdoor ball game with clear rules, boundaries and objectives.	

Homework Policy

Students are assigned work from a variety of teachers during the course of their day. Homework duration will vary on a daily basis; however, as a general rule, homework will not typically exceed 90 minutes for Middle School students. Students will be assigned homework Monday through Friday. As students progress through Middle School, more long-range assignments will be required of them; thus some weekend work may be necessary. If you become concerned regarding the amount of time your student is spending on homework, please contact the subject area teacher and/or advisor first before contacting the principal.

In Middle School, if a child is absent, it is his/her responsibility to call a classmate and/or email teachers and/or check Renweb to determine missed assignments. Students are expected to make up the work promptly; students are given 2 days for every day absent to make up work. If students know ahead of time that they will be absent, students should contact each teacher for assignments to complete while absent or to make appropriate arrangements.

In order to help students learn solid organizational skills and to facilitate communication between home and school, each Middle School student is provided with a GPS assignment notebook or planner. All students are expected to use this book daily. Students are responsible for having the appropriate books and materials in class each day.