

OUR VISION:

SUCCESS FOR ALL

OUR MISSION:

TO ENSURE QUALITY LEARNING
TODAY FOR TOMORROW

OUR BELIEFS:

All students can and want to learn.

Student learning must be driven by outcomes of significance and be assessed in authentic ways.

Learning must be purposeful, challenging, stimulating, and rewarding for both students and staff.

OUR DISTRICT'S PRIORITIES

Our performance-based learning system, data collection, and reporting processes will:

Increase student academic achievement and improve student performance on district's outcomes of significance.

Increase student understanding of careers and lifelong learning opportunities.

Increase parent and public involvement in student learning.

Increase student and staff use of integrated technologies as productive learning tools.

PHILOSOPHY OF PRAIRIE MIDDLE SCHOOL

The staff at Prairie Middle School believes that middle school students are unique and, further, is committed to the development of a learning environment which encourages students to develop to their full potential and become productive citizens in our democratic society.

In accordance with this belief, the staff of Prairie Middle School believes that the middle school education program must be based upon the unique and diverse physical, intellectual, social, and emotional characteristics and needs of students in the transescent years.

To meet students' needs, a controlled, yet flexible, school organizational pattern must be provided. Basic skills introduced in elementary grades must be reinforced and firmly established in the middle school years. Classes in reading, mathematics, language arts, social studies, science, and exploratory subjects continue to form the foundation of academic studies. The differing stages of growth development among students, however, require opportunities for a broad range of academic, exploratory, and physical activities. Within the academic program there should be a gradual transition from the self-contained classroom of the elementary school to the more departmentalized, individual schedule concept of the high school. We believe that exposure to a wide variety of experiences and activities is essential to the growth and development of preadolescent middle school students.

Middle school students require frequent and continuing interaction with adults for guidance and assistance. Appropriate social interactions, another important aspect, need to be provided through a variety of school functions and activities. Psychomotor skills for preadolescent middle school students can and should be addressed through these activities, both in large groups and on an individual basis. Affective education should center on the self-concept of all students in all areas of development with emphasis on achieving success through learning to think, making good decisions, and developing a set of appropriate values with which to become productive citizens.

Prairie Middle School is committed to making the transition from preadolescence to adolescence as smooth as possible for the students and parents of College Community Schools. We believe that working together, we can assist middle school students to develop good self-concepts, maintain steady academic process, and prepare them physically, psychologically, and socially to adapt to the changes that they are encountering.

PRAIRIE MIDDLE SCHOOL

OUR PURPOSE:

TO PROVIDE A LEARNING ENVIRONMENT WHICH FOCUSES UPON MEETING THE NEEDS OF EVERY LEARNER:

- Where students, parents, and staff develop positive relationships working as partners
- Where all curriculum, instruction, and assessments are based on standards
- Where everything we do is designed to EQUIP students for the future, provide students

Opportunities to EXPLORE and EMPOWER students to make informed choices

EQUIP

Work Habit Rubric
Basic Academic Skills Certificate
- Reading
- Language Usage
- Mathematics
Social Studies Proficiency
Science Proficiency
PE/Health Wellness
Standards of Citizenship
Special Education
Success Center
Classroom Guidance

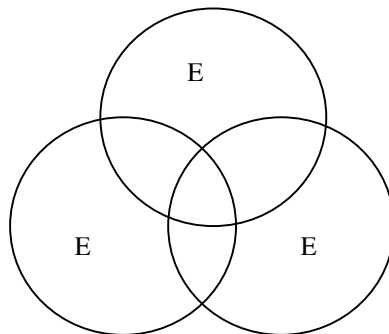
EXPLORE

Required:
Art
Computer Instruction
Living Skills
Industrial Technology
Applied Technology
Exploratory German
Exploratory Spanish
Core Program

Optional:
Bands
Choirs
Drama
Athletics
Student Council
Clubs
Memory Book
Kaleidoscope
Community Service
German
Spanish

EMPOWER

Accelerated Programs
Classes for Graduation Credit
Student Led Conferences
Portfolio
Advisor/Advisee
Success Center
Extended Day
P.A.S.S.
Classroom Guidance
Extended Learning Program
Environmental Education
Core Program



Prairie Middle School Curriculum

	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
Core Courses:	Language Arts Mathematics Science Geography Reading	Language Arts Mathematics Science Geography Reading	Language Arts Mathematics Science American History Reading
Exploratories:	Art Computer Exploratory Spanish	Art Computer Exploratory German	Applied Technology Industrial Technology Living Skills
Wellness:	Health/ Physical Education	Health/ Physical Education	Health/ Physical Education
Electives:	Band Choir	Band Choir	Band Choir German Spanish
Enrichment Programs:	Advisor/Advisee Extended Learning Program Learning Strategies Classroom Guidance	Advisor/Advisee Extended Learning Program Learning Strategies Classroom Guidance	Advisor/Advisee Extended Learning Program Learning Strategies Classroom Guidance

- Each core course meets daily for the entire year. Geography 6 and Geography 7 meet daily for one semester.
- Art 6 & 7 as well as Computer 6 & 7 meet daily for 9 weeks.
- Exploratory Spanish 6 and Exploratory German 7 meet on alternating days with PE for one semester.
- Health 6 and Health 7 meet on alternating days with PE for the opposite semester.
- 8th Exploratory classes meet daily for 12 weeks.
- Students may elect to include Band and/or Choir in their schedules. Each meets daily for the school year. If students elect both Band and Choir, the teachers of each coordinate their class schedules.
- Advisor/Advisee meets every day for the entire year.
- Learning Strategies classes provide extended opportunities for skill development in Language Arts, Reading, and Math.

6TH GRADE COURSE DESCRIPTIONS

CORE COURSES

Art 6:

Art at the middle level provides opportunities to develop problem solving skills and evaluation skills while growing in visual awareness, imagination, and skills related to producing art works. Sixth grade art education provides links among academic disciplines, including language arts and math, which aid students in developing art making skills and developing the historical significance of art. All middle level art students will be provided opportunities to feel successful while working on a variety of two-dimensional and three-dimensional art projects of multiple mediums. The sixth grade curriculum is structured to expose students to a variety of art mediums.

Computer Skills 6:

Sixth grade Computer Skills is a nine-week standards based course in which the main focus for students is learning to keyboard with proper technique. Students will use a typing program to learn and practice each letter on the keyboard. The typing goal for this class is 30 words per minute, which is the district keyboarding standard. Students will work at their own pace throughout this class. Those students who are ready will move beyond the typing program into Microsoft Word where they will begin practicing basic skills, such as changing the font, size, color and appearance of text, changing line spacing, spell checking, changing margins, and using bullets.

Exploratory Spanish 6:

The World Language Department provides sixth grade students with 1 semester of Spanish. This class meets every other day opposite PE. Students will continue to develop the vocabulary and other skills learned in elementary Spanish. There will also be a focus on developing the basics of language such as the alphabet, numbers, days of the week, months, seasons, telling time, weather expressions, and much more. Students are expected to understand spoken vocabulary and engage in basic conversations. Culture, past and present, will be introduced by way of readings and video.

Geography 6:

Sixth grade Geography is a standards-based course that focuses upon the Eastern Hemisphere. Units of study include: Africa, Middle East, and East Asia. Students explore and learn about each unit through the course standards of Tools of Geography, People and Their Environment, People and Their History, and People and Their Economy. Students are asked to explain what a place is like and why people live the way they do based on land features, climate, resources, historical background, and other cultural traits.

Language Arts 6:

The Language Arts curriculum presents vital tools for communication in our society and provides the opportunity to develop thinking skills. The curriculum is designed to improve students' ability to process information by enhancing listening, speaking, and writing skills. Spelling, handwriting, punctuation, capitalization, and grammatical usage are developed primarily through the writing process and secondarily through related exercises.

Students demonstrating a high degree of reading and writing ability and achievement may be placed in an accelerated section of Language Arts, which moves at a faster pace, covering more topics in greater depth.

Mathematics 6:

The Everyday Mathematics curriculum is organized around appealing, engaging, and challenging hands-on problems. In working through two student journals, students observe and generalize patterns, and practice skills necessary for appreciating the beauty and usefulness of mathematics. A student resource book can be checked out for parents and students to use at home. Areas covered in sixth Everyday Mathematics include:

- Practice and improve number sense, measuring sense, and estimation skills.
- Review and extend arithmetic, calculator and thinking skills by working with fractions, decimals, percents, large and small numbers, and negative numbers.
- Continue the study of variables, expressions, equations, and topics in algebra.
- Expand understanding of geometry, with a focus on compass-and-straightedge constructions, transformations of figures, and volumes of 3-dimensional figures.
- Explore probability and statistics.
- Carry out projects that investigate the uses of mathematics outside the classroom.

Students demonstrating a high degree of math ability and achievement may be placed in an accelerated math section, which moves at a faster pace, covering more mathematical topics in greater depth.

Reading 6:

The sixth grade Reading curriculum focuses on improving students' comprehension by studying and applying six reading comprehension strategies as well as focusing on vocabulary development. Recognizing the importance and value of reading in real-life circumstances and realizing the enjoyment independent reading provides help promote lifetime interest in reading.

Science 6:

The Science curriculum for sixth grade is designed to stimulate an interest in science and an understanding of the process of observing, questioning, and testing. This goal is achieved through cooperative groups, experiments, problem solving, projects, and discussions that directly involve the students. The units are adapted from physical science, life science, and the science of inquiry.

WELLNESS

Health 6:

Sixth grade Health students will be introduced to the wellness triangle and the social, mental, and physical areas of health. A human growth and development unit is also a part of this health class.

Physical Education 6:

All students at Prairie Middle School are enrolled in Physical Education. Students are expected to change into physical education clothes for participation unless they have a written note from the doctor to be excused from class. Grades are based primarily on active engagement in fitness activities, participation in daily activities, and sportsmanship shown during class.

NOTE: All students must purchase a padlock for their P.E. locker.

ELECTIVES

Band 6:

Sixth grade Band is for all students who desire to learn to play a band instrument. Most students begin during summer school in “like” instrument classes. Although students can start at any time during the school year, it is highly recommended that students take the summer school class in order to get the best start. During the school year, each student will receive a pull-out lesson once a week. The sixth grade band performs at least once each trimester. **Band is a performance class. All band students are required to participate in all concerts and performances outside school hours as part of their band grade.** Sixth grade band members have the opportunity to be selected for 2-3 honor bands and to participate in the Solo/Ensemble Festival held at the end of the year.

Choir 6:

The sixth grade Choir, in combination with the seventh and eighth grade choirs, performs three concerts each year—one per trimester. **Each choir student is required to participate in each of these performances as a part of the choir grade.** Membership in choir is a prerequisite to joining Encore, the 6th grade show choir. Encore rehearses outside the school day and performs at the Middle School Jazz Band and Show Choir Concert in February. Additionally, there are several honor choir opportunities available each year for which students may prepare audition tapes.

7TH GRADE COURSE DESCRIPTION

CORE COURSES

Art 7:

Art at the middle seventh grade level provides opportunities to refine and master problem-solving skills while growing in visual awareness, creativity, and skills related to producing art works. Art 7 provides a visual link to multiple academic disciplines while allowing students to focus on self-expression. The curriculum for seventh grade art is based on giving students a knowledge rich art experience, which will act as a foundation for additional art experiences at the high school level.

Computer 7:

Seventh grade Computer Skills is a nine-week standards based course during which students will work on a variety of skills at their own pace. Students will work on their keyboarding skills with the goal of 30 words per minute, which is the district keyboarding standard. Students will also work in Microsoft Word and Excel to learn basic and more advanced skills in both programs. Students in this class will participate in a group project that lasts the entire quarter. For this project, each student creates a business of his/her choosing and designs a variety of documents for a presentation about the business at the end of the quarter.

Exploratory German :

The World Language Department provides seventh grade students with 1 semester of German. This class meets every other day opposite PE. Students will continue to develop the vocabulary and other skills learned in elementary German. There will also be a focus on developing the basics of language such as the alphabet, numbers, days of the week, months, seasons, telling time, weather expressions, and much more. Students are expected to understand spoken vocabulary and engage in basic conversations. Culture, past and present, will be introduced by way of readings and video.

Geography 7:

Seventh grade Geography is a standards-based course that focuses upon the Western Hemisphere. Units of study include: the United States, Canada, Central America/Caribbean Islands, South America and Europe. Students explore and learn about each unit through the course standards of Tools of Geography, People and Their Environment, People and Their History, and People and Their Economy. Students are asked to explain what a place is like and why people live the way they do based on land features, climate, resources, and historical background, other cultural traits.

Language Arts 7:

The seventh grade Language Arts program focuses on written language and literature. The goals are to help students improve critical reading and thinking skills, constructively respond to literature, continue to increase vocabulary, and improve spelling and grammar skills through reading, writing, and speaking activities. A variety of tools will be used to instruct students, including the textbook, Timeless Voices, Timeless Themes, classroom novels, and short stories.

Some students based on their reading and writing ability and achievement may be placed in an accelerated section of Language Arts.

Mathematics 7:

The Connected Mathematics curriculum is organized around appealing, engaging, and hands-on problems. It is rich in connections of core ideas of mathematics, between math and other school subjects, and math and its applications outside the classroom. In working through a variety of books, students observe and generalize patterns. This is vital to acquiring a solid understanding of mathematical ideas. Areas covered in 7th Connected Mathematics are:

- Using rational numbers to solve problems.
- Using variables and finding relationships in tables, graphs, and simple symbolic terms.
- Proportional reasoning; using ratios, proportions, rates, and percents.
- Understanding and using negative numbers.
- Characteristics, properties, surface area and volume of three-dimensional figures.
- Finding experimental and theoretical probabilities, equally likely and unlikely events.

Students demonstrating a high degree of math ability and achievement may be placed in an accelerated math section, which moves at a faster pace, covering more mathematical topics in greater depth. Areas covered include all the above plus:

- Studying linear relationships through graphs tables and equations.

Reading 7:

Seventh grade Reading is a year long course designed to help students improve their ability to extract meaning from printed text. Emphasis is placed on learning and applying basic reading strategies and vocabulary.

Science 7:

Seventh grade Science will pique students' curiosity and remind them to question the natural and physical world. It will help them become responsible learners, capable of using their abilities to create and answer their own questions. It will teach critical thinking skills so that good judgements can be made. Areas covered include: physical science, earth science, and life science.

WELLNESS

Health 7:

Seventh grade Health focuses on caring for one's body and the role of health professionals in the community. Human growth and development unit continues from sixth grade.

Physical Education 7:

All students at Prairie Middle School are enrolled in Physical Education. Students are expected to change into physical education clothes for participation unless they have a written note from the doctor to be excused from class. Grades are based primarily on active engagement in fitness activities, participation in daily activities, and sportsmanship shown during class.

NOTE: All students must purchase a padlock for their P.E. locker.

ELECTIVES

BAND 7:

Seventh grade Band is an intermediate level course for those students who began in sixth grade band. Those students wishing to join in the seventh grade are welcome to do so, but should start during the summer or during the school year as lesson-only students, working their way into the large group. Each student will receive a pull-out lesson once a week. **Band is a performance class. All band students are required to participate in all concerts and performances outside school hours as part of their band grade.** Seventh grade band members have the opportunity to be selected for 2-3 honor bands and to participate in Solo and Ensemble Festival. Additionally, there is an opportunity to audition and perform in the Prairie Middle School Jazz Band. This group rehearses outside of the school day and performs at various concerts and functions throughout the school year.

Choir 7:

The seventh grade Choir, in combination with the sixth and eighth grade choirs, performs three concerts each year—one per trimester. Choir is a performance class. **Each choir student is required to participate in all performances outside of school hours as part of the choir grade.** Membership in Choir is a prerequisite to joining Show Choir. Prairie offers two middle school show choirs to seventh and eighth grade students: Singstation, and Ovation. Membership in Choir is a prerequisite to joining show choir. Show choirs rehearse outside the school day and perform at various contests and concerts throughout the community. Additionally, there are several honor choir opportunities available each year for which students may prepare audition tapes.

8TH GRADE COURSE DESCRIPTIONS

CORE COURSES

American History 8:

The eighth grade American History program is the study of the development of the United States as a strong and free nation. The unique contribution of the men and women who built its heritage is stressed. The curriculum begins with the period of exploration and continues to the Gilded Age.

Applied Technology 8:

In Applied Technology, students enhance their technology skills and understanding as they learn to use various presentation and multimedia software programs (Powerpoint, Alice, I-movies,etc.). Project content is tied to the core courses with emphasis on web research, reference skills, and ethical considerations. The course addresses the technology skills necessary to meet the state-required Technology Proficiency Certificate that is to be completed by the end of the eighth grade.

Family & Consumer Science (FACS) 8:

Eighth grade Living Skills is a 12 week course that begins with laundry care, covering basic procedures and products. Students complete a flannel shorts project in the sewing unit. During foods and nutrition they discover the basics of personal nutrition and experience some basic food preparation during food labs. Eighth grade human growth and development is included in FACS and emphasizes the importance of decision making, consequences of inappropriate actions, and assertive communication techniques. Students enjoy fun and interactive activities as well as projects that challenge their skill and creativity in each area.

Industrial Technology 8:

The Industrial Technology lab has six different modules. Two students work together on individual modules, each exploring an Industrial Technology theme. Each module is equipped with a computer, self-directed manuals, videos, and materials to complete a project. The modules include aviation, research and design, structural engineering, graphic communications, vinyl sign making, and carbon dioxide cars.

Language Arts 8:

Eighth grade Language Arts seeks to teach writing through a variety of exercises from creative to technical writing while reinforcing the use of proper grammar and spelling in those tasks. An equally important component is a study of literature through a variety of genres: short stories, novels, plays, and poems. Students will maintain language arts portfolios to document what they accomplish in the areas of reading, writing, speaking, and listening. These portfolios will provide evidence that students are making progress towards both district writing standards and National Standards of English and Literacy.

Every effort is made to use interdisciplinary teaming to ensure writing across the content areas.

Students demonstrating a high degree of reading and writing ability and achievement may be placed in an accelerated section of Language Arts, which moves at a faster pace and covers more topics in greater depth.

Mathematics 8:

This course is organized around appealing, engaging, and hands-on problems. It is rich in connections of core ideas of mathematics, between math and other subjects, and math and its application outside the classroom. In working through a variety of books, students observe and generalize patterns. This is vital to acquiring a solid understanding of mathematical ideas. The curriculum is organized around mathematical “big ideas”, related mathematical concepts, processes, ways of thinking, skills, and problem solving strategies.

Students demonstrating a high degree of math ability and achievement may be invited to take either Algebra I or Geometry.

Algebra I:

This course is designed to provide an early introduction to basic equation-solving techniques and help students progress from the concrete to the abstract. Examples and practice are rooted in real-world applications that anchor the student in a familiar experience. Algebraic concepts include: linear functions, inequalities, equations, exponents, polynomials, quadratic functions, patterns, and operations.

Geometry:

In this course, students will:

- Formulate their own definitions and discover generalizations through investigations.
- Follow and construct logical arguments.
- Understand connections between mathematical topics.
- Understand connections between mathematics and other disciplines.
- Express mathematical ideas orally and in writing.

Reading 8:

Eighth grade Reading is a class designed to help students further improve their vocabulary and comprehension skills through a variety of reading experiences. Students will read both fiction and nonfiction, and explore reading for pleasure and for everyday living. A strong emphasis is placed on increasing vocabulary and the application of basic reading strategies with nonfiction readings across the eighth grade curriculum.

Students showing high ability in reading may be given the opportunity to elect a foreign language.

Science 8:

The major units taught in eighth Science include: Life Processes, Particles and Matter, Oceans and Climates, and Continuity of Life. Activities include labs, computer research, projects, and group work.

WELLNESS

Health 8:

Eighth grade Health is designed to promote knowledge and practice of a healthy lifestyle. Students will evaluate their personal wellness, and focus on the five aspects of social and emotional health.

Physical Education 8:

All students at Prairie Middle School are enrolled in Physical Education. Students are expected to change into physical education clothes for participation unless they have a written note from the doctor be excused from class. Grades are based primarily on active engagement in fitness activities, participation in daily activities, and sportsmanship shown during class.

NOTE: All students must purchase a padlock for their P.E. locker.

ELECTIVES

Band 8:

Eighth grade Band is an advanced level course for those students who completed seventh grade band. Those students wishing to join band in the eighth grade are welcome to do so, starting during summer school or the school year as lesson-only students, then working their way into the large group. Each student will receive a pull-out lesson once a week. The eighth grade band participates in the Adventureland Festival of Bands. **Band is a performance class. All band students are required to participate in all concerts and performances outside school hours as part of their band grade.** Eighth grade band members have the opportunity to be selected for 3 honor bands and participate in Solo and Ensemble Festival. Additionally, there is an opportunity to audition and perform in the Prairie Middle School Jazz Band. This group rehearses outside of the school day and performs at various concerts and functions throughout the school year.

Choir 8:

The eighth grade Choir, in combination with the sixth and seventh grade choirs, performs three concerts each year—one per trimester. Choir is a performance class. **Each choir student is required to participate in all performances outside of school hours as part of the choir grade.** Membership in Choir is a prerequisite to joining Show Choir. Prairie offers two middle school show choirs to seventh and eighth grade students: Singsation, and Ovation. Membership in Choir is a prerequisite to joining show choir. Show choirs rehearse outside the school day and perform at various contests and concerts throughout the community. Additionally, there are several honor choir opportunities available each year for which students may prepare audition tapes.

German I:

Selected students will be offered the opportunity to take German I. The first six weeks of the year will be spent acquiring basic vocabulary by listening to and performing unusual and creative commands. After the initial phase, students will learn German through the storytelling and skit method. By the end of the year, students will be able to write, speak, and read in German. Students will receive high school credit for this course and should be prepared to take German II as a ninth grade student.

German II:

Students will continue developing proficiency in the skills of speaking, listening, reading, and writing, with an emphasis on speaking and listening skills. The storytelling and skit method continues to be used in the eighth grade year of German. This course is open only to students who have completed German I. This is the second year of a two-year study for which students will receive high school credit.

Spanish I:

Selected students will be offered the opportunity to take Spanish I. The first six weeks of the year will be spent acquiring basic vocabulary by listening to and performing unusual and creative commands. After the initial phase, students will learn Spanish through the storytelling and skit method. By the end of the year, students will be able to write, speak, and read in Spanish. Students will receive high school credit for this course and should be prepared to take Spanish II as a ninth grade student.

Spanish II:

Students will continue developing proficiency in the skills of speaking, listening, reading, and writing, with an emphasis on speaking and listening skills. The storytelling and skit method continues to be used in eighth grade Spanish. This course is open to students who have completed Spanish I. This is the second year of a two-year study for which students will receive high school credit.

Study Hall 8:

Study Hall is a class period required for those students who are not in Band or Choir. This is a structured study time for students to work on any classroom assignments that can be done outside of class.

Prairie Middle School 2007-08 Schedule

6th Grade		7th Grade		8th Grade	
8:30	Core	8:30	Explo	8:30	Core/Explo
9:24		9:13		9:13	
9:28	Core	9:17	Explo	9:17	Core/Explo
10:19		9:57		9:57	
10:23	Core	10:01	Explo	10:01	Core/Explo
11:14		10:41		10:41	
11:18	Core	10:45	Core	10:45	Music/SH/PE
12:09		11:39		11:25	
12:13	Lunch	11:43	Core	11:29	Lunch
12:38		12:37		11:54	
12:43	Explo	12:41	Lunch	11:58	Music/SH/PE
1:24		1:06		12:43	
1:28	Explo	1:10	Core	12:43	Core/Explo
2:09		2:00		1:24	
2:13	Explo	2:04	Core	1:28	Core/Explo
2:54		2:09		2:09	
2:58	A/A	2:54	A/A	2:13	Core/Explo
3:18		2:58		2:54	
		3:18		2:58	A/A
				3:18	

ENRICHMENT PROGRAMS

Advisor/Advisee:

The Advisor/Advisee class meets for the last 20 minutes of the day in all grades. Each group consists of a certified staff member and approximately 15 students. The purpose of the class is to provide an experience of closeness and belonging, with advisors working actively to get to know the students on a personal basis. Each grade has a separate curriculum, but each includes help with organizational skills, preparation for student-led-conferences, time for discussing academics, Guided Practice, independent reading, math skills practice, and a time for getting to know oneself and others through character education and social activities.

ELP:

ELP is the Extended Learning Program. This program is designed, as per the National Standards for Gifted Education, to serve the affective (personal) and academic needs of students identified as gifted. The state of Iowa affords school districts decision-making power in terms of how students are identified as “gifted”.

College Community School District identifies students as **gifted** who fall into a superior cognitive range, regardless of whether or not performance (achievement) matches potential (ability). Our **gifted and talented** students, most of which comprise those identified for ELP, are our superior ability/high-achieving students. Our **talented** students, those whose cognitive levels fall into average/above average ranges and are high achieving, are served through other means. These other means include but are not necessarily limited to, accelerated courses and high school credit courses.

Our primary indicator in terms of placement is the Cognitive Abilities Test, though many components enter into the eligibility formula. Multiple observational data or anecdotal information may be used in lieu of cognitive scores. Achievement data, such as the Iowa Tests of Basic Skills and the Achievement Level Tests are also considered.

ELP placement decisions are made by a committee composed of the building principal, associate principal, guidance counselors, and ELP teacher. Parents whose children were not invited to participate in ELP may request reconsideration.

The ELP curriculum addresses the areas of personal/social development, critical thinking, careers and future exploration, and possible in-depth research. Units vary each year due to student interest. ELP is graded pass/fail and is a “pull-out” program from PE.

Guidance Curriculum:

Several times during the year, counselors spend time in classrooms, discussing issues that are or will be of concern to most students. Different topics are presented at each grade level to provide students with some exposure to, and training in, life skills they will need as they mature. Harassment issues and career development are presented at all grades.

Media Center:

The mission at Prairie Middle School Media Center is to support the middle school curriculum and to ensure that all students become information literate. Information literacy, the ability to find and use information, is the key to successful life-long learning. Our goals are to provide material to meet the needs of all our students, to encourage competence in information problem-solving, and to encourage reading for pleasure.

The information literacy curriculum, when incorporated into the classroom experience, provides students with the skills they need in order to be effective, life-long users of information. This step-by-step approach to research helps students become more effective in situations in which they need to access and use information.

Special Education:

Students who are in need of additional academic assistance may qualify for special education programming. Eligibility for services is determined through extensive evaluation. Special education services are delivered at one of these levels:

Level I

A level of service that provides specially designed instruction for a limited portion or part of the educational program. A majority of the general education program is appropriate. This level of service includes modifications and adaptations to the general education program.

Level II

A level of service that provides specially designed instruction for a majority of the educational program. This level of service includes substantial modifications, adaptations, and special education accommodations to the general education program.

Level III

A level of service that provides a specially designed instruction for most or all of the educational program. This level of service requires extensive redesign of curriculum and substantial modification of instructional techniques, strategies, and materials.

Success Center:

The Success Center supports students in their academic performance, organizational skills and/or social skills and helps to provide a positive connection to school. Students must be in the 8th grade and are referred by teachers, counselors, administrators, or parents for possible placement.

ASSESSMENT / GRADING ISSUES

Homework Policy:

- Homework is defined as any work assigned or expected to be done outside of class time.
- Homework should be an extension/reinforcement of class work and should be necessary, useful, and relevant.
- Homework may be individualized to accommodate those students with special interests or needs.
- Major projects will be identified as far in advance as possible in order to assist students in planning their individual study time.
- Typical homework assignments for all classes together should average about one hour per evening. The number of nights per week range between two and four depending on grade level and whether or not the student has a scheduled study time. Band practicing at home would add about thirty minutes an evening to this total.
- Homework expectations include that homework reflect quality, be turned in on time, and receive constructive teacher feedback.

Grading Policy for Grades 6-8:

Prairie Middle School is designed to provide a flexible and exploratory program that will meet the current and future needs of our students. We recognize that our students are experiencing a period of great change and hope the structure of our curriculum helps to make their transition from elementary to high school easier.

The ultimate goal of our education program is to increase the knowledge, skills, and desirable attitudes essential to the development of productive citizens. The educational process is a cooperative effort of the educational staff, parents, and students. This implies that it is imperative for the school to report to parents on the progress of the students.

The report card is an attempt by the teacher to tell parents how their son or daughter is progressing in a particular subject. In arriving at a final grade for a marking period, the teacher may take into consideration daily assignments, class participation, special projects, and test results.

The following grading system is used:

A	90-100%	Outstanding level of achievement
B	80- 89%	High level of achievement
C	70- 79%	Satisfactory level of achievement
D	60- 69%	Minimal level of achievement
F	59- 0%	Unacceptable level of achievement, failure
Inc.	Incomplete	An incomplete is given only in those cases where illness, emergency, or, by pre-arrangement, the student has not been able to complete assignments.

An incomplete on the report card becomes an "F" two weeks from the date it was issued unless satisfactory work is completed. No incompletes will be given at the end of the third trimester. Make-up work is the responsibility of the student.

A plus (+) or a minus (-) may be given by individual teachers to indicate student achievement, but does not change the value of the letter grade in the GPA.

Report cards will be provided to all parents of students at Prairie Middle School at the end of each trimester (12 weeks). Midterms will be mailed home at mid-trimester (6 weeks). Trimester 1 and Trimester 2 report cards will be distributed at Student-Led Conferences. The final report of the school year will be mailed.

Work Habit Grades:

In addition to the regular course grade, a work habit grade will be given. The factors considered in determining the work habit grade are: on time assignments, use of time, listening, working with others, work preparation, and classroom contributions.

Work habit grades are listed below:

- O Outstanding: Assignments completed on time. Listens well to instructions. Has necessary materials for learning. Contributes positively to class. Displays an interest in the class. Well organized, independent worker.

- S Satisfactory: Attempts all assignments. Needs some teacher encouragement and assistance to participate in class actively. Listens, but needs an occasional reminder to stay on task. Has necessary materials most of the time.

- NI Needs Improvement: Apathetic about assignments. Often refuses to participate positively in class activities. Often does not listen to or follow directions. Often does not bring materials for learning. Needs supervision to remain on task.

High School Credit Courses:

The following policy will be in effect for middle school students who take high school courses as part of an accelerated program.

- Each student will receive appropriate high school credit for passing the course. A grade of “D” or better will be considered passing. If a student chooses to retake a course, credit shall be awarded only one time for that particular course.
- A traditional letter grade will appear on the student’s middle school report card to reflect his/her work in that course for each trimester. This grade will be included in the calculation of the middle school GPA.
- The high school GPA will not begin until a student enters the high school as a 9th grade student.

Student Led Conferences:

Parents are encouraged to contact the school concerning the progress of their child at any time. At the end of the first and second trimesters, Student Led Conferences are scheduled and involve the student, his/her parents, and the student’s advisor. At each conference, the student discusses his/her academic learning and activities, shares several pieces of work, reviews current grades (report card), and sets goals for the next trimester. Students, parents, teachers, counselors, or administrators may request additional conferences at any time during the year.

PRAIRIE Middle School

A Rubric For Work Habit Standards

ELEMENT	OUTSTANDING	SATISFACTORY	Needs Improvement
On Time Assignments	<ul style="list-style-type: none"> • Always gives a good effort to have work done on assigned due date 	<ul style="list-style-type: none"> • Is responsible and gives a good effort to have work done on assigned or agreed upon due date 	<ul style="list-style-type: none"> • Disregards deadlines • Frequent late work • Makes little effort to work with teacher to adjust due dates
Use of Time	<ul style="list-style-type: none"> • Takes advantage of extensions and enrichments related to course standards ▪ Always on task and working hard 	<ul style="list-style-type: none"> ▪ Actively engaged in appropriate tasks with few or no reminders from teacher 	<ul style="list-style-type: none"> ▪ Frequently 'off task' ▪ Needs frequent reminders from teacher to stay on task
Listening	<ul style="list-style-type: none"> ▪ Follows directions immediately ▪ Summarizes and/or paraphrases presented material 	<ul style="list-style-type: none"> ▪ Focuses on speaker ▪ Summarizes orally presented material. ▪ Follows directions with few or no reminders. 	<ul style="list-style-type: none"> ▪ Has difficulty focusing on speaker ▪ Cannot summarize what was presented ▪ Does not follow directions and/or needs several reminders
Working With Others	<ul style="list-style-type: none"> ▪ Can lead or follow as needed ▪ Helps others without being asked ▪ Respects others' right to learn ▪ Works hard 	<ul style="list-style-type: none"> ▪ Demonstrates the ability to work with peers in an appropriate manner ▪ Does not interfere with others' right to learn 	<ul style="list-style-type: none"> ▪ Does not work well with others ▪ Makes it difficult for others to get work done
Work Preparation	<ul style="list-style-type: none"> ▪ Always properly prepared and ready to learn ▪ Gives good effort 	<ul style="list-style-type: none"> ▪ Prepared for class ▪ Ready to learn 	<ul style="list-style-type: none"> ▪ Seldom prepared
Classroom Contributions	<ul style="list-style-type: none"> ▪ Seeks additional sources of relevant information to share 	<ul style="list-style-type: none"> ▪ Shares relevant information in an appropriate manner 	<ul style="list-style-type: none"> ▪ Does not contribute unless required ▪ Makes 'off handed' remarks that detract from discussions

Retention Policy:

Any student who has received three or more F's, at least two of which come from core courses, will be reviewed for possible required summer school attendance, retention, or other interventions.

P.A.S.S. (Prairie Alternative Summer School)

P.A.S.S. is a summer school program designed for students who have been considered for retention during the year. P.A.S.S. gives students the opportunity to remedy academic concerns and prove themselves capable of performance at the next level. Students receiving three or more "F" grades during the school year may be considered for or required to attend Prairie Alternative Summer School. Please contact 848-5324 for more details and information.

Student Activities and Athletics

Student Activities:

Prairie offers a wide variety of activities to all sixth, seventh and eighth grade students. Many different clubs are available to meet each student's individual needs and unique interests.

Art Club

Band:

- Jazz Band

Chess Club

Choir:

- Encore
- Singsation
- Ovation

Drama/Musical

Math Counts

Memory Book

Student Council

Systems Thinking

Student Athletics:

Interscholastic athletics are available to all students in grades 7 and 8. Effort is made to avoid season overlap in order to provide each student the opportunity to try a variety of sports.

Season #1:

Girls Volleyball 7	Football 7
Girls Volleyball 8	Football 8
Girls Soccer 7 & 8	Tennis 7 & 8
Girls Cross Country 7 & 8	Boys Cross Country 7 & 8

Season #2:

Boys Basketball 7
Boys Basketball 8

Season #3:

Girls Basketball 7	Wrestling 7
Girls Basketball 8	Wrestling 8

Season #4:

Girls Track 7 & 8	Boys Track 7 & 8
Girls Tennis 7 & 8	Boys Soccer 7 & 8

Requirements for Athletic Participation:

--- Physical exam dated and signed by physician and parent/guardian (good for one year).

- Students must have an insurance waiver.
- Student attendance at school is mandatory on the day of the events. Students who do not attend school will not be allowed to participate in extra curricular activities. Exceptions to this rule must be previously approved through the middle school office.