

# **AMS Course Catalog**



## **Adams Middle School Course Catalog 2021-2022**

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# Class Schedule Overview



Adams Middle School offers a variety of exciting courses and programs to meet the needs of all students. This program-planning book is designed to help students, parents, and Adams Middle School staff guide students into courses that will both challenge and motivate them.

All students will be enrolled in seven courses. These courses will include the following subject areas:

Language Arts  
Math  
Science  
Social Science  
Physical Education\*  
Advisement  
Elective\*

\*Students may have the option to take an extended day physical education class.

Extended day physical education is offered zero and 7<sup>th</sup> period. Zero period is before school, Monday-Friday 6:50-7:40 AM. 7<sup>th</sup> period P.E. is after school Monday – Friday 1:10-2:00pm. Extended day P.E. can be requested, but it is not guaranteed. **Priority is given to students participating in Dual Immersion coursework, 8<sup>th</sup> grade students, followed by 7<sup>th</sup>, then 6<sup>th</sup> grade. Furthermore,** students requesting placement in 7<sup>th</sup> period Physical Education for the upcoming school year are doing so in order to take a **second yearlong elective** during the regular school day. For example: Band and Spanish 1 or 2; Band and AVID 8 or AVID 7; or any combination of yearlong electives.

**\*\*Please note that all electives are filled based on grade-level priority and course availability. If space is unavailable in both electives, the student will not be enrolled in Extended Day PE.**

This booklet describes these courses in greater detail to assist you in understanding what you will be studying at Adams. Parents and students are encouraged to look over the enrichment course offerings to help in determining class preferences. Please note staffing will influence course/section availability.

## **Core Classes**

### **Language Arts**

**Language Arts 6:** The Common Core-based Language Arts curriculum will include instruction in four main areas: Reading, Writing, Language, and Listening and Speaking. In Reading, students will be working on close-reading strategies to improve comprehension, analyze the author's message, and respond to literature meaningfully. Students will read narrative texts, poetry, informational texts, and two novels. In Writing, students will focus on three modes of writing- Narrative, Informational, and Argumentative. Language instruction includes vocabulary development, grammar and mechanics, and figurative language. In Speaking and Listening, students will participate in classroom discussions, audio and video analysis, and presentations.

**Language Arts 7:** The 7<sup>th</sup> grade Common Core-based Language Arts will include instruction in four main areas: Reading, Writing, Language, and Listening and Speaking. Students will read literature and informational texts. In Writing, students will focus on composing narrative, explanatory, argumentative, and research pieces. Language instruction included further development of conventions: knowledge and use, and vocabulary acquisition and use. In Speaking and Listening, students will focus on comprehension, collaboration and presentation of ideas.

**Language Arts 8:** The 8<sup>th</sup> grade Language Arts program will emphasize reading, writing, grammar in a meaningful context which is related to the core literature. Students are engaged in reading a variety of genres. Writing across the curriculum is a goal of our program. Writing activities include a persuasive essay, short stories, biographies, reports and a research paper. An integral component of the language arts

program is the development of critical thinking skills. Students actively engage in the writing process. Grammar usage, spelling, and the mechanics of language are emphasized in the final stage of the writing process.

## **Math**

**\*CC stands for Common Core**

**CC Math 6:** In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

**Compacted CC Math 6/7:** In this accelerated course, sixth grade students will be taught all of the CC Math 6 standards and roughly half of the CC Math 7 standards. This course will place students on track to complete a high school level CC Algebra I in eighth grade. Students will be placed in their math course based on their SBAC score of 4. The fast pace movement of this course requires students to have a high level of mastery with math facts and computation to be successful.

**CC Math 7:** In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

**Compacted CC Math 7/8:** In this accelerated course, seventh grade students will be taught the remainder of CC Math 7 standards and the CC Math 8 standards. This course will place students on track to complete a high school level CC Algebra I in eighth grade.

**CC Math 8:** In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space

and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**CC Algebra I:** (Prerequisite: CC Math 7/8) The fundamental purpose of the Algebra I course is to formalize and extend the mathematics that students learned in their previous math courses. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. In this course, instructional time will focus on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. Mastery of this course will allow students to move on to CC Geometry in high school.

## **Science**

**Science 6:** There are six main areas of study that we will focus on this year including Engineering Design; Growth Development and Reproduction of Organisms; Structure, Function, and Information Processing; Earth's Systems; Human Impact and Energy. All standards will focus on a deep understanding of concepts and their real-world applications.

**Science 7:** The topics covered in Science 7 reflect the State Standards according to NGSS. The AMPLIFY SCIENCE online course is incorporated into the course. The units that are offered include the study of Earth, Physical, and Life Science topics as follows:

Geology of Mars, Plate Motion, Plate Motion Engineering, Rock Transformation, Phase Change, Phase Change Engineering, Chemical Reactions, Populations and Resources, and Matter and Energy. The course theme throughout the year is that energy causes a change in matter and natural phenomena occur related to flow of energy and the change of populations due to changes in energy and resources.

**Science 8:** Students will study topics integrated to include aspects of life, physical and earth/space sciences with a focus on both the content and practice of science. Students will study the units of: Harnessing Human Energy, Force and Motion, Magnetic Fields, Light Waves, Earth's Moon and Sun, Natural Selection, Evolutionary History.

# **Social Science**

**Social Science 6:** In this Ancient Civilizations course, students will learn about the lives of the earliest humans, the development of tools, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, Greece, Rome, the Indus River valley, and China. Students will read written primary sources, investigate visual primary sources, and learn how to analyze multiple points of view, cite evidence from sources, and make claims based on that evidence in writing and speaking.

**Social Science 7:** This World History course is a survey of Medieval and Early Modern Times. Students will study the social, cultural, and technological changes that occurred in Europe, Africa, Asia, and the Americas in the years A.D. 100-1789. This course is designed to help students examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will learn how and why particular events and patterns of events occurred in the past. This course will enable students to understand the geographic, political and economic developments that affect current events.

**Social Science 8:** By the end of this course, students will be equipped with an understanding of the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. The course is designed to provide students with the opportunity to develop critical thinking, communication, and collaboration skills, all of which are necessary to succeed in the 21<sup>st</sup> century world. Over the course of the class students will be asked to take on the role of historical detectives, going beyond the who, what, where, and when, to gain a deeper understanding of the why these events took place. Students will utilize primary and secondary sources in order to establish their own perspective on these historical events using evidence to support their views.

# **English Language Development (ELD)**

**ELD 6-8:** This course is designed for students learning English as a second language. The English language development classes provide designated instruction in language acquisition to develop listening, speaking, reading and writing skills in English based on ELD standards and state ELD framework. Placement is based on ELPAC scores, ELD levels and ongoing progress monitoring and consultation.

## Physical Education 6-8

Students in grades 6, 7, and 8 will participate in a developmentally appropriate physical education program. Students experience and practice a wide variety of movement skills, forms of physical activity, and the rules of common team sports. The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications of and the benefits from involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

## Electives

Adams Middle School students will have the opportunity to take **ONE** period of elective coursework during the year. Students in 6<sup>th</sup> grade Dual Immersion, 7<sup>th</sup> and 8<sup>th</sup> grades may take **TWO** periods of electives if the student participates in an extended day physical education class (7-period day). Approval for extended day P.E. is based on availability, as well, students must complete an application and meet academic criteria for acceptance into zero or 7<sup>th</sup> period PE.

### **Sixth Grade Soaring Eagles Elective Wheel**

Prerequisite: Grade 6

Length: Rotating elective classes, 10-week intervals

The Sixth Grade Elective Wheel may consist of any of the following courses. Each elective wheel course is 10-weeks long and students rotate through 4 different electives over the course of the school year. The courses on the wheel may differ and vary depending on staffing.

**Art 6:** Students are introduced to the fine arts using the elements of art (color, line, texture, shape, value, form, space). Students participate in projects that include making



color wheels and landscape paintings with tempera, creating “paper cut outs”, sculpting with model magic and wire, perspective drawing and texture rubbing, with ink, crayons, and colored pencils. Students practice “Reading Artwork” and study famous artists and their time in history.

**Money Smarts:** Students are introduced to the importance of financial literacy. Students will be introduced to basic financial literacy topics to help them make wise decisions when it comes to managing money. Students will use their Chromebooks to complete simulations and will engage in independent and group project based learning. Topics might include, but are not limited to: Needs vs. Wants, Budgets, Allowance, Savings and checking accounts, Saving vs. spending, Simple vs compound interest, Credit vs. Debit Cards, Credit scores, Paying for college, Income and career

**Speech & Debate:** Students will develop and improve public speaking skills as well as the art of argument through debate. Students will learn how to structure and organize material to deliver to a variety of audiences. Techniques taught will include: listening skills, controlling speech anxiety, improving physical and vocal delivery, as well as mastering language with gestures.

**Soaring Eagles Elective Wheel:** Students will get a snapshot of the Advancement Via Individual Determination (AVID) program in an effort to assist them with their transition to middle school. The AVID Experience will teach study strategies applicable to all courses they may take in middle school. Specifically, students will learn study skills, Cornell note taking, time management, writing and research skills, while being immersed in a college-going culture.

**Introduction to Engineering:** This is a project-based curriculum that presents the elements and principles of visual design using the process established by Project Lead the Way. Projects focus on design factors such as aesthetics, format, geometric shape & form, perspective drawing, scale, proportion, and presentation techniques.

**Exploration of a Culture:** Students will explore the basics of a foreign culture. Students in each class will learn the alphabet of that language, basic words (directional, food, greetings, weather, family members, introductions, etc...), culture of that particular country or region and the ability to write simple sentences in that language.

**Reading for Pleasure:** This course aims to promote literacy by encouraging students to become thoughtful and confident readers, writers, speakers and listeners.

The goal is for students to develop a lifelong love of reading, experience a variety of genres, and utilize reading, writing, speaking and listening to overcome challenges and achieve personal reading goals.

## **Semester and Year Long Elective Courses**

### **AMS News/Video Production**

Prerequisite: Grade 7/8, application required

Length: Yearlong

***Please note, this is a yearlong class – be prepared to make that commitment.***

This yearlong course is designed to familiarize students with the process and tools associated with video production. A monthly school wide broadcast will be produced and aired.

Throughout the semester students will learn:

- The 3 levels of production
- Basic interviewing and broadcasting skills
- Video production structure and aesthetic principles
- Camera operation and recording procedures
- Basic studio, lighting and audio techniques
- Basic fundamental editing concepts, conventions and styles using iMovie.

### **Art**

Prerequisite: Grade 7/8

Length: Semester

Students expand their knowledge of the fine arts using the elements of art (color, line, texture, shape, value, form, space) and the principles of design (balance, pattern, rhythm, movement, unity, emphasis, contrast). Students participate in projects such as stenciling and printmaking, paper collage and tile mosaics, abstract paintings with watercolor and acrylic paint, sculptures with palm fronds and model magic, still life, portraits, and grid drawings with ink, pastels, colored pencils, and markers. Students practice “Reading Artwork” and study famous artists and their time in history.

## **A.V.I.D. (Advancement Via Individual Determination)**

Prerequisite: Application required

Length: Yearlong

AVID, Advancement Via Individual Determination, is an elementary through high school college readiness elective course that is designed to increase school wide learning and performance. This elective course is offered at Adams Middle School for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. The AVID curriculum accelerates student learning, uses research-based methods of effective instruction, and provides meaningful and motivational learning opportunities. Students learn systematic note taking and study techniques that apply to all classes, participate in enrichment field trips, and interact with college tutors in the A.V.I.D. classroom. Recommendations for this class come from teachers and AVID administration. Visit [www.avid.org](http://www.avid.org) for more information on AVID.

## **Creative Writing**

Prerequisite: Grade 7/8

Length: Semester

Creative Writing is designed to facilitate a passion for writing as a form of art and personal expression. In this elective course, students will explore the elements of various literary genres including, but not limited to: short fiction, poetry, and drama.

## **Good Eats**

Prerequisite: Grade 7/8

Length: Semester

In this elective students will engage in hands-on learning opportunities surrounding food. Students will learn basic knife skills and cooking techniques while working in teams to plan and develop the dishes modeled for them. Outside of the kitchen cooking, students will learn about the seasonality of food, understand how the food they eat impacts their lives, and their own food culture/history. The culminating activity for the semester will involve students working together in groups to pitch their own food truck business including a 3-D model and a signature dish they feel represents their truck's theme best.

## **Robotics**

Prerequisite: Grade 7 /8

Length: Semester

In this elective course the objective is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building, and programming of robot kits. Students will work hands-on in teams to design, build, program, and document their progress.

## **Computer Science Discoveries**

Prerequisite: Grade 7/8

Length: Semester

Computer Science Discoveries is an introductory computer science course designed for middle school students. Following CTSA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data, while inspiring students as they build their own websites, apps, animations, games, and physical computing systems.

## **Engineering 7/8**

Prerequisite: Grade 7/8

Length: Semester

In this semester course, there is a project based curriculum that presents the elements and principles of visual design using the design process established by Project Lead the Way. Projects focus on design factors such as aesthetics, format, geometric shape & form, perspective drawing, scale, proportion, and presentation techniques. Students begin to use computers as a medium/tool for design of project components such as sketching techniques, orthographic drawing, 3D modeling & rendering.

## **Social Justice**

Prerequisite: Grade 7/8

Length: Semester

When presented with instances of injustice, how do you respond? This new elective at Adams is designed to help you do just that—learning how to confidently respond to issues of social injustice by respectfully making your voice heard. This class will be

organized into 3 distinct parts:

1. understanding our personal identities as they relate to bias and privilege
2. learning about instances of social injustice, including past and present movements to create equity in America
3. Finally developing a project to take action. Students interested in this class will: be passionate about creating change, be willing to discuss hard topics and ultimately be confident to use their voices to create meaningful change.

## **Spanish Humanities**

Prerequisite: Participation in dual immersion coursework, grades 6-8

Length: Yearlong

This yearlong course functions as an introduction to some of the larger cultural groups in the Latin American world. Coursework addresses the primary artistic and intellectual achievements of Mexico as well as various countries of Central and South America. Philosophy, visual art, music, literature and other performing arts are explored in this overview course, along with the ways in which they compare and contrast to those of Western culture.

## **Yearbook/Journalism**

Prerequisite: Grade 7 or 8, application required with Teacher recommendations

Length: Yearlong

Students write, design and produce the *Eagle Eye* electronic newsletter and annual Ebb Tide school yearbook. The *Eagle Eye* is published quarterly on the Adams' Website under the Student tab. The Ebb Tide yearbook will be produced and published using Herff Jones' online program; hjedesign. Skills emphasized in this class include; journalistic interviewing and writing, desktop editing and publishing, computer skills, graphic arts, photography and design.

## **Vocal Music**

Prerequisite: A desire to sing, and the ability to work as a team

Length: Yearlong

This is a yearlong course for students who are interested in singing and performance. Curriculum follows state standards and will focus on all aspects of voice and musicianship including: theory, technique, writing, reading, and performing. Students

will have the opportunity to participate in performances throughout the school year. The vocal music class is designed to be a continuation of music curriculum taught in the fourth grade Redondo Beach elementary schools. It is also used as a preparation to join one of the vocal classes offered at RUHS.

**Students learn to:**

- Sing solos and as a group in 2-3 part harmonies (S-A or S-S-A)
- Sing individually in student recitals
- Write simple compositions and learn about different artists/composers
- Learn to sing in relative pitch using solfege and Kodaly method.

## **Concert Band**

Prerequisite: A desire to learn an instrument, and the ability to work as a team. Prior music experience recommended but not required.

Length: Yearlong

Entry level music class. Recommended for students who are new on the instrument and/or new to Adams music program.

**This course offers instruction in:**

Flute	Trumpet
Clarinet	Trombone
Alto Saxophone	Baritone/Euphonium
Tenor Saxophone	Percussion
Baritone Saxophone	French Horn

**Students learn to:**

- Play with good tone quality.
- Read and play music with good notation accuracy.
- Take performance based assessments.
- Play at school performances.
- Students may also participate in school functions including winter and spring Concerts, and other school events.

## **Symphonic Band**

Prerequisite: Audition, teacher recommendation

Length: Yearlong

Intermediate level music class composed of returning 7<sup>th</sup>, 8<sup>th</sup> graders and advanced 6<sup>th</sup> graders.

**Students enrolled in this course will:**

- Continue to progress through playing more challenging music. (Grade level 1.5-3)
- Read and play higher level musical notations and expressions (Dynamics, articulation, style, phrasing, intonation and blend/balance)
- Increase playing range
- Play solos or in small groups for performance assessment.
- Participate in winter, district, and spring concerts, parade, school spirit assemblies and lunch concerts.

## **Wind Ensemble**

Prerequisite: Audition, teacher recommendation

Length: Yearlong

Advanced ensemble; recommended for returning Adams music students who are proficient on their instrument. Composed mostly of 8<sup>th</sup> graders and advanced 7<sup>th</sup> graders.

**Students enrolled in this course will:**

- Continue to progress through playing more challenging genres and styles of music.
- Read and play note and rest value of: dotted quarter, eighth, and sixteenth patterns and triplet figures in multiple meters.
- Increase playing range through scales and repertoire.
- Learn to play advanced notation accuracy and musical expressions, blending and balancing their sounds as an ensemble.
- Perform solos and duets.
- Participate in winter and spring concerts, RUHS performances, school concerts, and compete in music festivals.

## **Jazz Band**

Prerequisite: Audition, teacher recommendation

Length: Yearlong

Advanced ensemble; recommended for returning Adams music students who are proficient on their instrument. Composed mostly of 8<sup>th</sup> graders and advanced 7<sup>th</sup> graders.

The Jazz Band at Adams is a one-year instrumental music course specializing in the practice and performance of Jazz music. Jazz Band instrumentation includes brass and woodwind players, as well as guitar, bass, keyboard, and drums. Musicians in this class are required to compose and perform solos (during class) and work on improvising music. The Jazz Band performs at most of the same performances as the other bands. The Adams Jazz Band may perform at other select concerts as well. Due to the difficulty of the music and level of musicianship required, the students should be advanced players. Seating for the class is limited and requires the consent of the instructor.

## Chinese 1

Prerequisite: Grade 7/8 and it is recommended to have earned a B average or better in Language Arts

Length: Yearlong

This course is equivalent to Chinese 1 at RUHS and will prepare students for Chinese 2 upon entering 9<sup>th</sup> grade. **This is a one-year course—students who choose this course will not be able to drop or add after the first two weeks.**

This course begins with “Four tones of Mandarin” and the “Hanyu Pinyin system” (A system used to indicate pronunciation of Chinese characters.) Students will have the chance to learn both traditional and simplified characters. Students will engage in basic listening, speaking, reading and writing activities in Chinese and will learn to communicate with others. They will also learn about Asian culture and study skills such as organizing information, group-discussion and public speaking.

**\*Placement in Chinese as a 7th grade student does not guarantee placement for a 2nd year as an 8th grade student.**

## Spanish

Prerequisite: Grade 7/8 and it is recommended to have earned a B average or better in Language Arts

Length: Yearlong



Adams students are offered the opportunity to take the first two years of high school Spanish. This program enables the student upon successful completion to continue on to the next level as a freshman at RUHS. **Each course is a one year commitment—students who choose this course will not be able to drop or add after the first two weeks.**

**Spanish 1** (equivalent to first year of Spanish 1 at RUHS):

Prerequisite: Grade 7 or 8, and it is recommended to have earned a B or higher in Language Arts 6 or 7

This yearlong class introduces the students to the Spanish language by familiarizing them with the sounds and letters of the alphabet. Also covered is basic vocabulary used in everyday situations. Greetings, numbers, expressions of preferences, going places, doing things, foods, occupations, use of adjectives, telling time and the weather are among the topics covered.

Cultural projects (CPR) are assigned throughout the year and put together in a portfolio, which students take with them to Redondo Union High School.

**Spanish 2** (equivalent to second year Spanish 2 at RUHS):

Prerequisite: Grade 8, C or higher in Spanish 1

This course continues to build on the basic principles of the Spanish language. The language used is authentic and current, reflecting the language spoken and read in a Spanish speaking society. Instruction is student centered and communication based. Cultural projects (CPR) are assigned throughout the year and put together in a portfolio, which students take with them to Redondo Union High School.

## **Special Education**

In addition to encouraging participation in school-wide courses and activities, the Special Education Department offers extensive opportunities for students in the following programs:

# **Learning Strategies & Management (LSM)**

Prerequisite: Grades 7/8 & Recommendation by Special Education Teacher

Length: Yearlong

The Learning Strategies & Management (LSM) elective course provides students with support in their academic classes. Support is given with organization and time management (use of planners, tracking grades and assignments, scheduling time, upkeep of materials), personal responsibility (self-advocacy, knowledge of IEP, academic goal setting, communication, problem solving, following directions, post-secondary and job skills), and study skills (test taking, note-taking, and memory strategies; test prep, use of textbooks and supplementary resources). Students are required to bring materials and assignments from core academic classes to be worked on in class and assistance is offered with such tasks. The successful student comes to LSM with a willingness to implement and apply new skills taught in class in order to improve academic performance.

## **SDC Program**

Special Day Class is offered to students with intellectual disabilities who are 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders. They are taught a combination of functional skills curriculum and academic skills curriculum. In this class, the basic skill areas covered are: fine motor, gross motor, positive behavior, pre-academic, academic, arts and crafts, and social. Lessons are taught using a variety of techniques: computers, learning centers, picture supported text for content areas, embedded curriculum, and remedial games. Students experience work training skills curriculum and community training trips into the community. Students have opportunities to utilize their independent living skills through educational excursions such as community walks and making purchases.

## **Co-Teaching Classes**

Co-teaching Math, English Language Arts classes are general education classes with small clusters of special education students who may require additional support from a special education teacher to be successful. Students recommended for Co-teaching classes are able to achieve grade level expectations with in-classroom accommodations and supports. Co-teaching time consists of some or all the following activities: direct

support in the classroom with students, curriculum adaptations, small group reinforcement, progress monitoring, dissemination of IEP-related information and updates, and consultation on grading in alignment with student IEP language.

## **Extra-Curricular Activities**

Adams Middle School offers a variety of programs to help ensure our students' success. Please acquaint yourself with the options so we can maximize student potential on a daily basis! \*\*Due to COVID, some of the extra-curricular offerings below may vary.\*\*

### **Library:**

Our library is open at snack and lunch for students who wish to read, research, do homework, word-process, or use the internet.

### **The Hangout Spot:**

Each Wednesday at lunch the counselors host "The Spot" behind the library. The Spot is a place for everyone to hangout and an alternative place to eat lunch once a week. There are bean bag chairs, ping pong, board games, music and more.

### **Lego League:**

*FIRST*® LEGO® League engages hands-on STEAM experience. This is a robotics competition, helping students and teachers to build a better future together. The middle school program is built around theme-based Challenges that require research, problem-solving, coding, and engineering. The foundation of the program is student-created Core Values, which emphasize teamwork, discovery, and innovation. Students emerge more confident, excited, and equipped with the skills they need in a changing workforce. At Adams Middle School Lego League, is student-lead and students are expected to commit to Lego League as their only activity after school from September through November/December, due to the timelines for competitions.

### **GATE:**

We offer an after-school enrichment component for identified GATE students. These classes, planned and organized as an eight-week module, will be offered after the regular school day in weekly one-hour sessions and consist of mixed grade levels. The objective in offering these classes is to enhance and enrich the GATE students' education while allowing them to maintain a normal workday and access to curriculum. Learn more about GATE in RBUSD here: <https://www.rbusd.org/apps/pages/GATE>

## **AMS Athletics**

Adams promotes an active lifestyle and the values of teamwork and sportsmanship through its intramural program. Students may try out and participate in one sport per season. The following sports are offered:

<b>Fall:</b>	Co-ed Football, Girls Volleyball, and Co-ed Cross Country
<b>Winter:</b>	Girls Basketball, Boys Basketball, Girls Soccer, and Boys Soccer
<b>Spring:</b>	Boys Volleyball, Girls Softball, and Track & Field
<b>Year-round:</b>	Co-ed Track and Cheerleading

## **Clubs**

Lunch Clubs are designed to create and promote friendships where students have similar interests. Each fall, students may submit proposals for clubs during club application week. Those clubs selected by ASB will then solicit membership through our annual Club Rush Friday during both lunches. Once students have enlisted, club rosters are developed and Lunch Clubs begin. Clubs meet on Thursdays or Fridays during lunch.

## **Associated Student Body (ASB)**

Students who are elected or appointed as student body officers and students who want to help plan and implement fun activities for students have the opportunity to participate in the Student Council Program at Adams Middle School. Students meet during their Advisement Class period.

Student Council members plan and run the following types of programs and activities throughout the school year:

- School Dances
- Philanthropic Endeavors
- Lunchtime Activities
- Red Ribbon & Earth Week
- Student Council Meetings
- PTSA Activities
- Monthly Spirit Days
- School Tour Coordination

- Publicizing Activities and Fundraisers

## **Cyber Patriot**

This is an Advisement based class deployed nationwide to build capacity among students in coding and cyber security. Its objective is to:

- Engage students in learning about careers in cybersecurity and other STEM disciplines.
- Help students understand the importance of cybersecurity
- Introduce students to cybersecurity principles
- Equip students to better protect themselves on the Internet

## **WEB**

This is an 8<sup>th</sup> grade Advisement based program which stands for “Where Everybody Belongs.” It supports middle school orientation and transition that welcomes 6th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from your 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th grade success.

## **PEER**

The PEER Program strives to make Adams Middle School a safe and accepting environment for all students by training and empowering PEERS as leaders to educate others, help resolve peer conflicts, and serve as positive role models. PEER stands for, Positive role models, Engaging leaders, Empowering eagles, and Reliable friends. The PEER Program operates under the philosophy that everyone has something valuable to offer and that students can serve as resources for one another. At the heart of the philosophy is the belief that students can be empowered to act as advocates and educators for their peers. PEER is a 7<sup>th</sup> and 8<sup>th</sup> grade advisement-based program and requires an application and interview for acceptance.

## **Kind Crew**

The Kind Crew is open to students in all grade levels. It is an on campus group led by our school counselors which promotes acts of kindness and positivity in various ways. Students will plan events and activities and facilitate them throughout the school year at Adams.