

Woodside Middle School

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Meet the Middle School
October 19, 2016

English Language Arts

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Program Highlights

- Double periods of ELA daily
- Implementation of Teacher College Units of Study at every grade level
- Tapping into opportunities for cross-curricular alignment
- Equip writers with multiple strategies to think and write independently
- Confident learners
- 8th Grade transition to High School

English Language Arts

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Curriculum Emphasis

- Text-based learning
- Balance of fiction and nonfiction in both reading & writing
- Focus on personal narrative, literary essay, research based writing, argumentative writing, and investigative journalism
- Provide frequent opportunities for honing presentation and language skills
- Design thinking, multimedia, and digital technology projects
- Lisa Brown – lbrown@woodsideschool.us
- Jennifer Mull – jmull@woodsideschool.us
- Kristina Valentine – kvalentine@woodsideschool.us

Math

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- Big Ideas Common Core Curriculum
- SVMJ Members
- Small Class Sizes - Four classes per grade level
- Flexible Ability Groups
- Opportunities for Acceleration
- Ginger Waters – gwaters@woodsideschool.us
- Nikkie Munneke – nmunneke@woodsideschool.us

Math Pathways

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- Math Trajectory - Advanced Courses

- 6th/7A

- For most 6th grade students

- 7B/8th

- For most 7th grade students

- Algebra I

- For most 8th grade students and a small group of 7th grade students

- Geometry

- For a small group of qualified 8th grade students

- Grade Level Math

- For some students who would benefit

Science

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- Hands-on investigations and demonstrations
- Abundant lab resources and small class size
- Interactive Notebooks for Common Core connection
- STEM Fair
- NGSS Aligned - [Video](#)
- 6th Grade Science field trip to Marin Headlands
- 7th Grade Science field trip to Yosemite
- ZSpace 3-D computers for supplementary study in Life Science, Earth Science, Physics, and experiment design
- Melissa Bowdoin – mbowdoin@woodsideschool.us
- Jennifer Parker – jparker@woodsideschool.us

Social Studies

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- Simulations, current event readings, analysis, fishbowl discussions, mock trials, and debates
- Primary source readings and analysis
- Washington, D.C. Field Trip
- Teachers' Curriculum Institute
- Stanford History Education Group
- Kristina Valentine – kvalentine@woodsideschool.us
- Steve Frank – sfrank@woodsideschool.us

Español

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Course Description

- Emphasis on developing communicative language
- Builds listening, speaking, reading, and writing skills
- Spanish language-immersive classroom environment
- Provides historical and cultural perspectives of Central and South American countries
- Integrates authentic texts such as songs, legends, & artwork
- Bjorn Wickstrom – bwickstrom@woodsideschool.us

Mandarin 中文

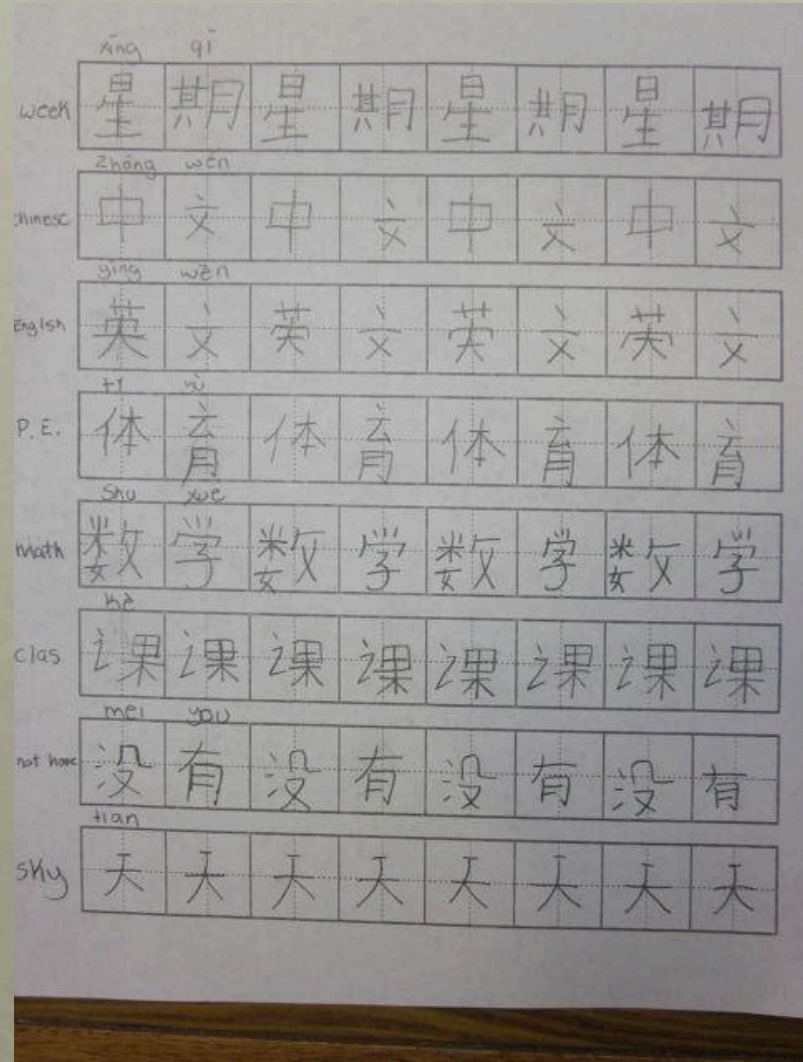
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Course Description

- Development of four skills in Mandarin Chinese —listening, speaking, reading, and writing (typing).
- Emphasis on oral communication.
- At the end of the school year, students are able to communicate in Chinese on a variety of topics.
- They will also gain knowledge of Chinese culture and some important philosophical ideas and values in Chinese societies.
- Hui Liu - hliu@woodsideschool.us

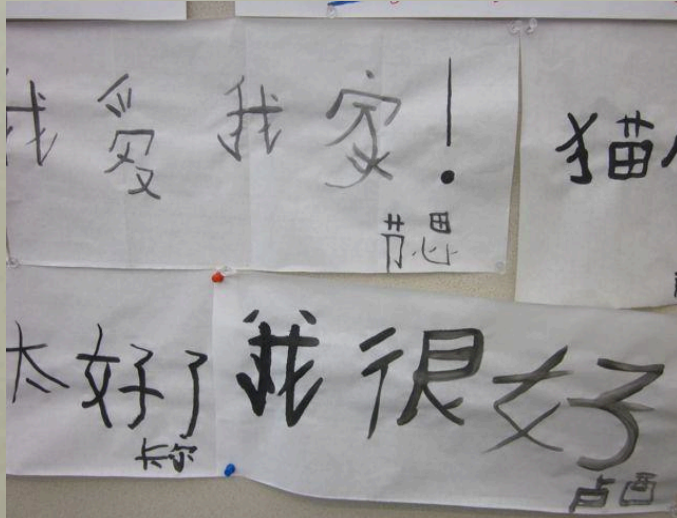
Mandarin 中文

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Mandarin 中文

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Food and Drink Bingo

guozhi juice 果汁	shuiguo fruit 水果	niunai milk 牛奶	jidan eggs 鸡蛋
jidan eggs 鸡蛋	miantiao noodles 面条	mianbao bread 面包	haixian seafood 海鲜
qishui soft drinks 汽水	mifan cooked rice 米饭	pingguo apple 苹果	niurou beef 牛肉
yu fish 鱼	cai vegetable 菜	kafei coffee 咖啡	cha tea 茶

Unit Oral 3

Exercise 1

1. What do you drink?
2. I drink juice. What about you?
3. I drink soda.
4. Do you want to eat bread?
5. I don't want to eat bread. I eat noodles.

1. Ni he shenme?
2. Wo he guozhi. Ni ne?
3. Wo he qishui.
4. Ni yao chi mianbao ma?
5. Wo bu yao chi mianbao. Wo chi miantiao.

1. 你喝什么?
2. 我喝果汁。你呢?
3. 我喝汽水。
4. 你要吃面包吗?
5. 我不要吃面包。我吃面条。

Physical Education

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- Mission: To provide students with the skills, knowledge, and attitudes needed to lead physically healthy lives today and in the future
- Class size ranges from 14-22 students per class
- 6th Grade alternates PE with music every other day
- Opportunity for PE five days per week in 7th/8th grade

Physical Education

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- Each unit lasts 2-3 weeks in duration
- Skill-based activities with an emphasis on the California State Standards for Physical Education
- Five components of fitness to prepare for the FitnessGram, a state required physical education test
- SEL – A safe and positive learning environment
- Leadership skills
- Team building
- James Haddon – jhaddon@woodsideschool.us

Music

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6th Grade Music

- 6th grade students have music two times per week
- A continuation of the 5th grade music program
- In addition to music class, many 6th grade students choose to be part of the Middle School elective band
- Beth Hoss – bhoss@woodsideschool.us

Music

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Music Electives

- 7th Grade guitar & 8th Grade Percussion
 - Philosophy,
 - Choice music
 - Performance opportunities and class activities
- Middle School Elective Band
- Zero Period Jazz Band
 - Advanced performing group
 - Performance opportunities



Music

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Visual Arts

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Course Highlights

- Middle School Art lessons follow the social studies curriculum in 6th and 7th grade – 8th grade is a mixture of culminating projects and also connected to curriculum
- 6th Grade: Early man cave art and Mandalas from India
- 7th Grade: Pattern study from Islamic art and West African masks
- 8th Grade: Self-portraits inspired by Frida Kahlo and Design Thinking project on Social Consciousness Art
- Art Elective is a Choice Based independent study course. Students create a study contract and work towards their goals.
 - Bev Iverson – biverson@woodsideschool.us

The Learning Center

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- Provides specialized academic instruction classes specific to individual learning strategies and goals
- Push-in, Full Inclusion Model, & Collaborative with general education teachers
- Small group classes with individual support in key areas
- Study Skills Elective
 - Specific learning strategies that assist students in core classes
 - Recommendation by teachers and administration
 - Organization, study strategies, learning styles memory techniques, note-taking strategies, goal setting, reading strategies, test strategies, spelling & vocabulary strategies, research, & project planning
- Heather Fair – hfair@woodsideschool.us

Advisory

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- Small groups of students in a supportive setting with opportunities for social and emotional learning
- Advisory teachers share common themes with MS teachers
- Know-Choose-Give
 - The better we know ourselves, our own strengths and challenges, the better choices we can make and the more successfully we can contribute to the community around us
- Advisory class focuses on SEL
 - Self-awareness
 - Social awareness
 - Responsible decision-making
 - Self-management
 - Relationship skills

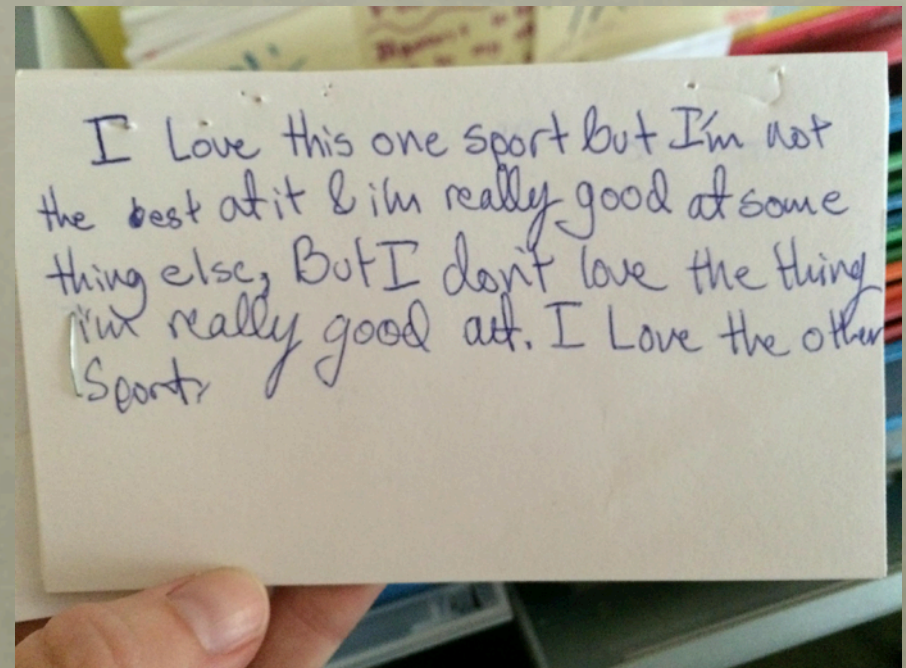
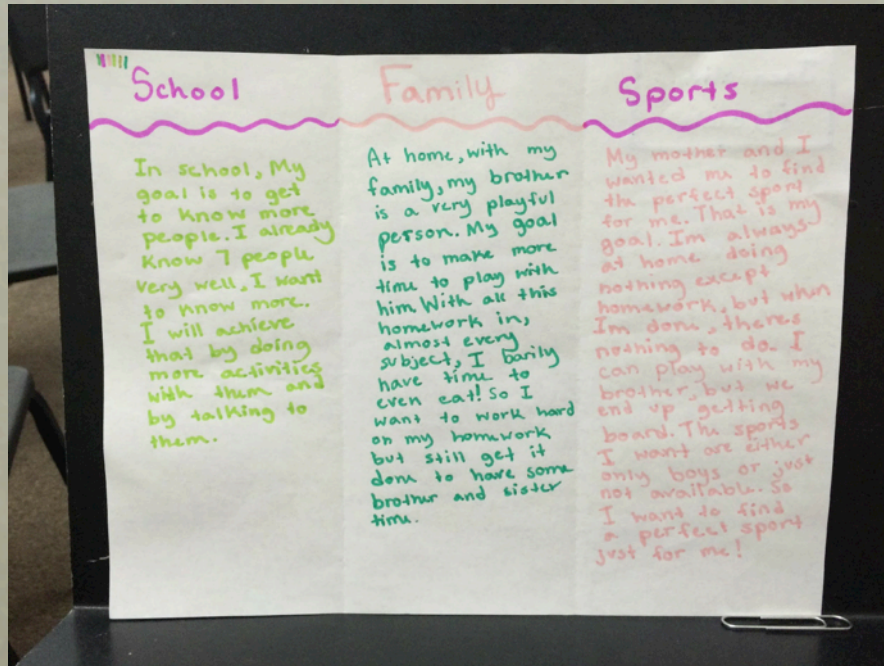
Advisory

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- Open Session
 - Student-driven
 - Stress management
 - High School applications
 - Changing friendships
 - How to approach a teacher
 - Judgment from peers
- Beth Hoss – bhoss@woodsideschool.us
- Katherine Peterson – kpeterson@woodsideschool.us

Advisory

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Community Service

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- Service-learning model to enrich and deepen students' experiential education
- Middle School students are encouraged to complete 30 hours by graduation
 - Woodside School
 - Community Service elective
 - Peer Leader Program
 - Local and neighboring communities and beyond
 - Canopy, My New Red Shoes, Friends of Huddart Park, etc.



- Middle School students are encouraged to develop their own special interests in community service
- Sharon LaCrosse – slacrosse@woodsideschool.us

Electives

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- Art Appreciation
- Band
- Yearbook
- Lego Robotics
- Coding
- Community Service
- Peer Leaders
- Game Design
- Toy Design
- Short Stories
- Newspaper
- Documentary Filmmaking
- zSpace
- Body Science
- Plant/Life Nutrition and Wellness
- Study Skills
- Operetta (8th Grade)