Central Baldwin Middle School

Home of the Golden Bears

Go Bears!

Believe Education Assures Reaching Success

2023-24 Regular Bell Schedule

7th Grade Schedule

7:40	Release to Homeroom
7:45 – 7:50	Announcements
7:50 – 8:36	Academic Opportunity Time (AOT)
8:39 – 9:36	1st Period
9:39 – 10:36	2nd Period
10:39 – 11:36	3rd Period
11:39 – 12:06	**Lunch**
12:09 – 1:06	4th Period
1:09 – 2:06	5th Period
2:09 – 3:06	6th Period
3:06	Car Rider and 1st Bus Wave Dismissal
3:16	2nd Bus Wave Dismissal

8th Grade Schedule

7:40	Release to Homeroom
7:45 – 7:50	Announcements
7:50 – 8:36	Academic Opportunity Time (AOT)
8:39 – 9:36	1st Period
9:39 – 10:36	2nd Period
10:39 – 11:36	3rd Period
11:39 – 12:36	4th Period
12:39 – 1:06	**Lunch**
1:09 – 2:06	5th Period
2:09 – 3:06	6th Period
3:06	Car Rider and 1st Bus Wave Dismissal
3:16	2nd Bus Wave Dismissal

AOT 46 minutes
57-minute classes
27-minute lunches
Break during AOT (last 12 minutes – PE coaches to bring snacks around for purchase)

Bell Schedule

- Homeroom
- Academic Opportunity Time
- 6 Class Periods
  - 5 Required Class
  - 1 Elective

Central Baldwin Middle School

7th Grade Required Courses

Math 7
or
Accelerated Math 7

English Language Arts
or
Advanced English Language Arts

Civics & Geography
or
Advanced Civics & Geography

Life Science
or
Advanced LIfe Science

Physical Education

What is the difference between General and Advanced Core Classes?

- Advanced Classes will go into greater depth of course standards
- Faster, more challenging pace
- Intended to prepare for higher-level high school classes
- Opportunity to experience a more challenging curriculum before transition to high school

What to Expect in Advanced Classes

- Recognize and understand students are responsible for a **more challenging workload**
- **Additional writing and reading assignments inside and outside of class**.
- Commitment to **good time management** and **study skills**

Students may find they make a lower grade in a class than they have in the past, but the content and strategies they use in advanced courses will better prepare them for success in high school.

MATH

Examples of Pathways. The rows of the following table provide examples of pathways which students may experience across Grades 7-12. Note that students should be enrolled in a mathematics course every year of middle and high school.

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade 7 Mathematics	*Grade 8 Mathematics*	*Geometry with Data Analysis*	*Algebra I with Probability*	*Algebra II with Statistics*	Specialized course
Grade 7 Mathematics **OR** *Accelerated Grade 7 Mathematics*	*Grade 8 Mathematics*	*Geometry with Data Analysis* **AND** *Algebra I with Probability* (concurrently)	*Algebra II with Statistics*	*Precalculus*	*AP Calculus* **OR** Additional specialized course
				Mathematical Modeling **OR** *Applications of Finite Mathematics*	*Precalculus* **OR** Other additional specialized course
Accelerated Grade 7 Mathematics	*Accelerated Grade 8 Mathematics*	*Geometry with Data Analysis*	*Algebra II with Statistics*	*Precalculus*	*AP Calculus* **OR** Additional specialized course
				Mathematical Modeling **OR** *Applications of Finite Mathematics*	*Precalculus* **OR** Other additional specialized course
Accelerated Grade 7 Mathematics	*Grade 8 Mathematics* **OR** *Accelerated Grade 8 Mathematics*	*Geometry with Data Analysis*	*Algebra I with Probability*	*Algebra II with Statistics*	Specialized course

MATH

Math 7

Quarter 1: Operations and Proportional Reasoning (38 pacing days | 41 calendar days)

1. **Topic 1**: Rational Number Operations (24 days)
2. **Topic 2:** Analyze and Use Proportional Relationships (14 days)

Accelerated Math 7

Quarter 1 Operations, Proportions, Percents, Expressions (39 pacing days | 41 calendar days)

1. **Topic 1**: Rational Number Operations (12 days)
2. **Topic 3**: Analyze and Use Proportional Relationships (13 days)
3. **Topic 4**: Analyze and Solve Percent Problems (11 days)
4. **Topic 5**: Generate Equivalent Expressions (3 of 10 days)

- You will need Topic 2 from Volume 1 in Quarter 4.
  Do not throw away Volume 1, or tear out and save Topic 2.

ENGLISH LANGUAGE ARTS

Quarter 1: StudySync resource activities for anchor and supplemental text can be located under Integrated Reading and Writing for each unit.

StudySync Unit 1
Suggested Novel Study
- Stargirl (Fiction)

Fiction
- Rikki-Tikki-Tavi
- The Wise Old Woman
- Nimona
- The Skin I'm In
- Thank You M'am

Informational
- Woodsong
- In the Year 1974

Drama
- Monsters Are Due on Maple Street

Poetry
- Mad

Quarter 1: Advanced
Honors Alternative Suggested Texts for LTF (Laying the Foundation):

Major Work(s):
- Written in Bone (Informational)

Nonfiction:
- The Lost Colony of Roanoke Island

Fiction:
- By the Waters of Babylon (Benet)

Poetry:
- Annabel Lee

General Access

To locate materials from StudySync, go to:

BCBE Portal > McGraw Hill > Choose Class > **Core ELA** > Click **7** at top

8th grade Units are similarly organized with Advanced offering additional or alternative resources.

General Access/Study Sync Information

- To locate materials from StudySync, go to:

BCBE Portal > McGraw Hill > Choose Class > **Core ELA** > Click **8** at top

CIVICS & GEOGRAPHY

7th Social Studies YAG

****Link to 7th Grade Pacing Guides: Civics and Geography**

QUARTER 1 (Civics)	QUARTER 2 (Civics)	QUARTER 3 (Geography)	QUARTER 4 (Geography)
Units of Study/Topics: (45 Days) 1. Americans, Citizenship, & Government 2. Origins of Government and Political Change 3. Federal State and Local Government	Units of Study/Topics: (*44 Days) 3. Federal State and Local 4. Civil and Criminal Law 5. Changes in Social & Economic Conditions in the 21st Century 6. Economic Principles, Practices and Policies (*It's really only 39 instructional days due to exams.)	Units of Study/Topics: (41 Days) 1a. Mapping Skills 1b. Physical & Cultural Features 2. US & Canada 3. Central & South America 4. Western Europe	Units of Study/Topics: (*47 Days) 5. Eastern Europe 6. Asia 7. Africa 8. Australia, Oceania, Antarctica (*It's really only 43 instructional days due to exams.)
Standards: 1, 2, 3, 5, 10, 12	Standards: 4, 6, 7, 8, 9, 11, 13	Standards: 1,2,3,4,5,6,7,8,9,10,11,12	Standards: 1,2,3,4,5,6,7,8,9,10,11,12
Literacy Standards: Quarter 1 Reading 1, 2, 9 and Quarter 1 Writing 6, 7, 8	Literacy Standards: Quarter 2 Reading 3, 8 and Quarter 2 Writing 1, 9	Literacy Standards: Quarter 3 Reading 4, 5, 7 and Quarter 3 Writing 2, 3	Literacy Standards: Quarter 4 Reading 6, 10 and Quarter 4 Writing 4, 5

A+ COLLEGE READY

DBQ Online

The DBQ Project

LIFE SCIENCE

2019-2020 7th Life Science Pacing Guide Year-at-a-Glance (YAG)

Quarter 1: *(41 Days)*

ALCOS Standards

Unit 1: Scientific Processes *(Suggested Time = ~20 days)*
Includes: lab safety, measurement, conversion, tools, scientific method, and skills

Unit 2: Cells *(Suggested Time = ~20 days)*

1. Engage in argument from evidence to support claims of the cell theory.

2.. Gather and synthesize information to explain how prokaryotic and eukaryotic cells differ in structure and function, methods of asexual and sexual reproduction. Includes cell cycle: both mitosis and meiosis.

3. Construct an explanation of the function (e.g., mitochondria releasing energy during cellular respiration) of specific cell structures (i.e., nucleus, cell membrane, cell wall, ribosomes, mitochondria, chloroplasts, and vacuoles) for maintaining a stable environment.

Quarter 2: *(43 Days)*

ALCOS Standards

Unit 3: Human Body *(Suggested Time = ~ 30 days)*

4. Construct models and representations of organ systems (e.g., circulatory, digestive, respiratory, muscular, skeletal, nervous) to demonstrate how multiple interacting organs and systems work together to accomplish specific functions.

Unit 4: Genetics *(Suggested Time = ~ 12 days)*

2B. Methods of asexual and sexual reproduction. Includes cell cycle: both mitosis and meiosis.

Quarter 3: *(45 Days)*

ALCOS Standards

Unit 4: Genetics *(Suggested Time = ~31 days)*

12. Construct and use models (e.g., monohybrid crosses using Punnett squares, diagrams, simulations) to explain that genetic variations between parent and offspring (e.g., different alleles, mutations) occur as a result of genetic differences in randomly inherited genes located on chromosomes and that additional variations may arise from alteration of genetic information.

13. Construct an explanation from evidence to describe how genetic mutations result in harmful, beneficial, or neutral effects to the structure and function of an organism.

14. Gather and synthesize information regarding the impact of technologies (e.g., hand pollination, selective breeding, genetic engineering, genetic modification, gene therapy) on the inheritance and/or appearance of desired traits in organisms.

Unit 5: Ecology - Interactions of Life *(Suggested Time = ~13 days)*

5. Examine the cycling of matter between abiotic and biotic parts of ecosystems to explain the flow of energy and the conservation of matter.

a. Obtain, evaluate, and communicate information about how food is broken down through chemical reactions to create new molecules that support growth and/or release energy as it moves through an organism.

b. Generate a scientific explanation based on evidence for the role of photosynthesis and cellular respiration in the cycling of matter and flow of energy into and out of organisms.

6. Analyze and interpret data to provide evidence regarding how resource availability impacts individual organisms as well as populations of organisms within an ecosystem.

7. Use empirical evidence from patterns and data to demonstrate how changes to physical or biological components of an ecosystem (e.g., deforestation, succession, drought, fire, disease, human activities, invasive species) can lead to shifts in populations.

8. Construct an explanation to predict patterns of interactions in different ecosystems in terms of the relationships between and among organisms (e.g., competition, predation, mutualism, commensalism, parasitism).

9. Engage in argument to defend the effectiveness of a design solution that maintains biodiversity and ecosystem services (e.g., using scientific, economic, and social considerations regarding purifying water, recycling nutrients, preventing soil erosion).

Quarter 4: *(44 Days)*

ALCOS Standards

Unit 5: Ecology CONT. - Interactions of Life *(Suggested Time = ~8 days)*

18. Construct an explanation from evidence that natural selection acting over generations may lead to the predominance of certain traits that support successful survival and reproduction of a population and to the suppression of other traits.

Unit 6: Ecology - Animal Behavior and Plant Growth *(Suggested Time = ~17 days)*

10. Use evidence and scientific reasoning to explain how characteristic animal behaviors (e.g., building nests to protect young from cold, herding to protect young from predators, attracting mates for breeding by producing special sounds and displaying colorful plumage, transferring pollen or seeds to create conditions for seed germination and growth) and specialized plant structures (e.g., flower brightness, nectar, and odor attracting birds that transfer pollen; hard outer shells on seeds providing protection prior to germination) affect the probability of successful reproduction of both animals and plants.

11. Analyze and interpret data to predict how environmental conditions (e.g., weather, availability of nutrients, location) and genetic factors (e.g., selective breeding of cattle or crops) influence the growth of organisms (e.g., drought decreasing plant growth, adequate supply of nutrients for maintaining normal plant growth, identical plant seeds growing at different rates in different weather conditions, fish growing larger in large ponds than in small ponds).

Unit 7: Unity and Diversity *(Suggested Time = ~15 days)*

15. Analyze and interpret data for patterns of change in anatomical structures of organisms using the fossil record and the chronological order of fossil appearance in rock layers.

16. Construct an explanation based on evidence (e.g., cladogram, phylogenetic tree) for the anatomical similarities and differences among modern organisms and between modern and fossil organisms, including living fossils (e.g., alligator, horseshoe crab, nautilus, coelacanth).

17. Obtain and evaluate pictorial data to compare patterns in the embryological development across multiple species to identify relationships not evident in the adult anatomy.

BCBE Criteria for Recommending 6th Grade Students for Advanced 7th Grade Classes

Meet 2 of 3 Criteria	Accelerated Mathematics 7	Advanced Life Science 7
Class Grade (6th Grade, first-semester average. A minimum grade of "75" or higher is required regardless of standardized test scores)	**80% or higher** in 6th-grade mathematics course	**80% or higher** in 6th-grade science course
6th Grade Fall STAR Score	**Score At or Above Benchmark** in mathematics	**Score At or Above Benchmark** in mathematics
6th Grade Winter STAR Score	**Score At or Above Benchmark** in mathematics	**Score At or Above Benchmark** in mathematics

BCBE Criteria for Recommending 6th Grade Students for Advanced 7th Grade Classes

Meet 2 of 3 Criteria	Advanced English Language Arts 7	Advanced Civics and Geography 7
Class Grade (6th Grade, first-semester average. A minimum grade of "75" or higher is required regardless of standardized test scores)	**80% or higher** in 6th-grade English Language Arts course	**80% or higher** in 6th-grade Social Studies course
6th Grade Fall STAR Score	**Score At or Above Benchmark** in reading	**Score At or Above Benchmark** in reading
6th Grade Winter STAR Score	**Score At or Above Benchmark** in reading	**Score At or Above Benchmark** in reading

Advanced Recommendation Letters

- Students who ***meet the criteria*** for Advanced Classes will receive letters.
- Students will ***automatically be placed*** into these courses unless they decide to opt out.
- Students must ***OPT-OUT*** of the advanced class before **Friday, April 5th by returning to their current school.**

Request to Enroll in Advanced Classes

Central Baldwin Middle School
Request to Enroll in Advanced Middle School Courses

If any child does not meet the criteria established for identification, the parent may request to enroll him/her in the middle school course by completing and turning in this form.

If your child chooses to enroll in an advanced middle school class next year, he/she should anticipate an exploration of course content in greater depth and at a faster, more challenging pace than the typical standard class. The advanced courses are developed to be a preparation for higher-level high school classes (i.e., Advanced Placement, International Baccalaureate, etc.) and to give students the opportunity to experience a more challenging curriculum before the transition to high school.

Students enrolled in advanced courses must recognize and understand that they will be responsible for extended academic responsibilities and expectations, which may include a more challenging workload as well as additional writing, reading, and problem-solving assignments inside and outside of class.

Though students making the transition to advanced classes sometimes find they earn a lower classroom grade than they have in the past, the content, and strategies they pursue in advanced coursework will better prepare them for success in their high school and college-level studies. A commitment to the course and its depth of content, along with good time management and study skills, is essential to your child's success. Once your child has committed to the advanced class, schedule changes should not be expected.

If you have any questions about any of the advanced classes offered in the middle school, please contact your child's middle school counselor, curriculum leader, or the Department of Secondary Curriculum at 251-970-7322.

Please sign below and return to your child's middle school.

Directions: Check to indicate your child's commitment to taking the classes below. Once the commitment is made, students will not be changed out of or into an advanced class during the school year.

Advanced English Language Arts	Advanced Social Studies	Advanced Science
Yes No	Yes No	Yes No

I have read the above letter and understand the expectations for advanced middle school courses. I am requesting that my child be enrolled in the classes noted YES above and as a student I agree to the requirements of the advanced course. I understand schedule changes should not be expected during the school year.

Student's Name: _____

_____ _____
Parent Signature **Student Signature**

Central Baldwin Middle School
Request to Enroll in Accelerated Mathematics

If any child does not meet the criteria established for identification, the parent may request to enroll him/her in the middle school course by completing and turning in this form.

If your child chooses to enroll in an advanced middle school class next year, he/she should anticipate an exploration of course content in greater depth and at a faster, more challenging pace than the typical standard class. The advanced courses are developed to be a preparation for higher-level high school classes (i.e., Advanced Placement, International Baccalaureate, etc.) and to give students the opportunity to experience a more challenging curriculum before the transition to high school.

Students enrolled in advanced courses must recognize and understand that they will be responsible for extended academic responsibilities and expectations, which may include a more challenging workload as well as additional writing, reading, and problem-solving assignments inside and outside of class.

Though students making the transition to advanced classes sometimes find they earn a lower classroom grade than they have in the past, the content, and strategies they pursue in advanced coursework will better prepare them for success in their high school and college-level studies. A commitment to the course and its depth of content, along with good time management and study skills, is essential to your child's success. **Once your child has committed to the advanced class, schedule changes should not be expected.**

A student must successfully pass Grade 7 Accelerated Math in order to take Grade 8 Accelerated Math. Students who successfully complete both Grade 7 Accelerated Math and Grade 8 Accelerated Math will be prepared to enter Geometry with Data Analysis in Grade 9 and with adequate progress can then accelerate directly into Algebra II with Statistics in Grade 10, thus providing them with an opportunity to take additional, specialized mathematics coursework in Grades 11 and 12. A student (and his or her parent) who decides to accelerate directly into Algebra II with Statistics (bypassing Algebra I with Probability) will not earn a math credit for Algebra I with Probability and will be required to earn at least four math credits to satisfy the Alabama diploma requirements. A student who has completed Grade 7 Accelerated and Grade 8 Accelerated Math (and his or her parent) may elect to take the Algebra I with Probability at the high school level.

If you have any questions about any of the advanced classes offered in the middle school, please contact your child's middle school counselor, curriculum leader, or the Department of Secondary Curriculum at 251-970-7322.

Please sign below and return to your child's middle school.

I have read the above letter and understand the expectations for Advanced Mathematics. I am requesting that my child be enrolled in this class and as a student I agree to the requirements of the advanced course. I understand schedule changes should not be expected during the school year.

Student's Name: _____

_____ _____
Parent Signature Student Signature

Students who wish to take advanced classes, but don't receive a letter can Request to Enroll by completing the above forms.

Must be signed and returned by Friday, April 5th

Central Baldwin Middle School

7th Grade Course Electives

STEM Technologies

Teen Discoveries

Band

Math Intervention

Guided Reading

STEM Technology

STEM Technologies I is a semester-long course that provides students with the knowledge and processes needed to begin their attainment of technological literacy and awareness of careers in science, technology, engineering, and mathematics.

Students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems in a variety of areas.

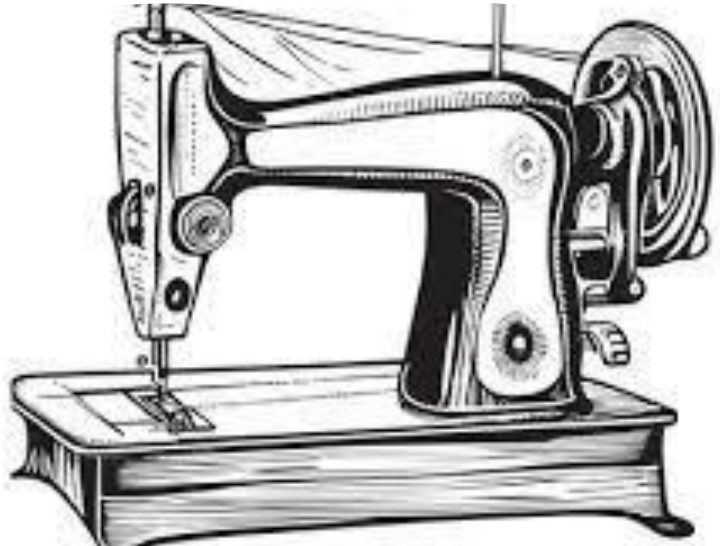
Students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, learn and practice essential digital literacy skills, develop leadership, and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs). Students in this course may be affiliated with the Technology Student Association (TSA). The foundational standards are to be incorporated throughout the course.

We Build It Better (WBIB) is an industry-driven educator-developed program that provides students with the skills and knowledge to become future inventors and innovators. This cross-curricular hands-on program weaves engineering, computer science, history, manufacturing, business principles, and more, into one spectacular learning experience.

Our classroom will transform into a **Center of Invention and Innovation**. This fun interactive workplace is stocked with industry-grade tools and a tool cart manufactured by Snap-on. It is complemented by an array of other unique learning elements exclusively designed for WBIB students.

Teen Discoveries

Teen Discoveries is a semester-long course for 7th-grade students. This course is designed to prepare students for the physical, intellectual, emotional, and social changes that characterize adolescence. Special emphasis is placed on the relationships between the students and their families, friends, and acquaintances. Topics include personal, family, and peer relationships; food; clothing; consumer issues; child development; housing; technology; and career exploration.



Band

This year-long, performance-based class is composed of 7th graders or students just beginning band that did not participate in 6th grade. Performances include district/state assessments and winter/spring concerts.

Yearbook

YOU'RE INVITED TO

Yearbook

Do you enjoy photography? editing? journalism? sales?

Yearbook offers students opportunities to learn these skills and more:

- Tone
- Theme
- Coverage
- Design

It is not a club; it's a class!

Guided Reading

Guided Reading is an elective course that is provided in addition to general English Language Arts classes for students who may benefit from additional reading support.

In this elective class, students will learn reading strategies and have practice opportunities for reading and comprehending texts. The purpose of this enrichment class is to help students to get on track to meet reading goals, and better prepare for future endeavors.

Student placement into Guided Reading is based on the student's Reading STAR Scores, English Language Arts ACAP Scores, and English Course Grades.

The Response-to-Intervention (RTI) team will move students in and out of Guided Reading based on student needs.

Math Intervention

Math Intervention is an elective course that is provided in addition to general math classes.

The course is designed to provide focused, supplemental instruction for students who struggle with math.

Student placement into Math Intervention is based on the student's Math STAR Scores, Math ACAP Scores, and Math Course Grades.

The Response-to-Intervention (RTI) team will move students in and out of Math Intervention based on student needs.

Questions?

Mrs. Temple, Curriculum Leader

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Mrs. Perry, 7th Grade Counselor

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Ms. Mallet, Counselor

Lmallett@bcbe.org