

**Our Mission is to facilitate the social, emotional, and academic development of every McClure students. We cultivate positive relationships and provide engaging curriculum, promoting independence through opportunities to self-advocate, think critically, and build community.**

## Welcome to Open House/Informational Evening 2016!!



### What to expect...

**Take a Self-Guided Tour of the building:** Our staff has joined us this evening in the halls and in their classrooms and are thrilled for you to visit and see the exciting work happening there. Subject Matter Specialists in our core classes will have handouts available throughout the building. Student leaders will meet you in the Gym at your appointed time (see **“Evening Agenda to the right for sessions based on last name”**) and will point you in the right direction if you need assistance throughout the school!

### **Meet our community:**

Department leaders, Administration, Counseling staff, PTSA, MOST (after school programming), ASB & Athletics are here tonight to provide information and answer questions.

**Welcome and Overview** After a quick welcome and overview with the Principal, Assistant Principal, counselors and PTSA representatives, our fabulous student leaders will share their McClure experience and answer burning questions from our incoming students.)

(Please refer to “Evening Agenda” to the right for sessions based on last name).



It is my great pleasure to welcome you to McClure Middle School’s Open House. We are very proud of our programming and the expertise of our teaching corps. One of the things that drew me to McClure both as a principal and a parent is the deliberate focus this school places on transitioning our 6<sup>th</sup> grade students into middle school. Our “Where Everyone Belongs” WEB program is very intentional in training eighth grade student leaders to guide, support and mentor our sixth grade students throughout the school year.

As a school we are committed to helping all of our students navigate through the McClure Middle School experience by providing academic and social/emotional supports and training throughout their three years with us. The goal is that they come out “on the other side” confident and well-prepared for the next step in their education journey: high school! We are all committed to challenging our students to their highest levels and teaching them the life-long skill of “grit” and perseverance through adversity. We teach them to problem-solve and self-reflect on their learning so they can take more ownership over their achievement. Finally, we encourage students to try something new and delve into some courses and activities that perhaps might be outside of their comfort zone; whether it’s a new course offering in our after school programming, a new sport or an exploratory class, we want our students to stretch themselves and take this time in middle school to investigate experiences that they have not had before.

So enjoy your evening with us where we hope you will glean an overview of all that we have to offer here at McClure. Thank you for joining us this evening. I am confident that you will have a great introduction to our school. As the principal, I am incredibly proud of the work of our students and staff. Go Mavs!

Shannon Conner  
Proud Principal, McClure Middle School

### Evening Agenda

	<b>Families with Last Name: A-L</b>	<b>Families with Last Name: M-Z</b>
<b>6:30-6:40</b>	Families arrive; get oriented and meet in designated spot based on last names.	
<b>6:40-7:10</b>	Families <b>A-L</b> Meet in Cafeteria for Principal, Counseling and PTSA overview and then panel w/WEB leaders.	Families <b>M-Z</b> welcomed by WEB and ASB students in Gym; maps of school provided and quick overview. Families go on self-guided tour of building.
<b>7:10-7:15</b>	Transition – Families A-L move to gym from cafeteria; Families M-Z meet in Cafeteria	
<b>7:15-7:45</b>	Families <b>A-L</b> welcomed by WEB and ASB students in Gym; maps of school provided and quick overview. Families go on self-guided tour of building.	Families <b>M-Z</b> Meet in Cafeteria for Principal, Counseling and PTSA overview and then panel w/WEB leaders.
<b>7:45-8:00</b>	<i>Families dismissed to pick up any more handouts, see a particular part of school, talk to staff, and/or socialize. Evening ends promptly at 8:00.</i>	

## McClure Middle School

1915 1<sup>st</sup> Ave. W. • Seattle, WA 98119 • Phone: 206-252-1900 • Fax: 206-252-1901 • Website: [mcclurems.seattleschools.org](http://mcclurems.seattleschools.org)

### Our Students

- 6<sup>th</sup> Grade: 179 Students
- 7<sup>th</sup> Grade: 178 Students
- 8<sup>th</sup> Grade: 189 Students
- Girls: 277
- Boys: 269
- American Indian/Alaskan Native - 1%
- Asian – 10%
- African American – 6%
- Hispanic – 10%
- White – 66%
- Multiracial – 7%
- Medically Fragile Program
- 26% Spectrum or Advanced Learner-identified

### Our Faculty & Staff

- 32 Certificated Teachers
- 15 Classified Staff
- 2 School Administrators
- 1 Security Specialist
- 2 Counselors
- 1 Fulltime Nurse
- 1 Occupational Therapist, 1 Physical Therapist,
- 2 Speech/Language Therapists
- 1 Parks and Rec/MOST onsite coordinator
- A robust cadre of Seattle Pacific University Language Arts and Math Tutors through the University Tutors Program

### Our Classrooms, Services and Programs

- 96% of McClure students pass all of their classes
- 152 students participating in Music classes
- A remarkable leadership/mentoring program called “Where Everyone Belongs” (WEB) to support our incoming 6<sup>th</sup> grade students
- School-wide PRIDE (Productivity, Respect, Integrity, Dependability, Excellence) expectations and training
- RULER (Recognize, Understand, Label, Express, Regulate emotions) support and training
- Outstanding elective/exploratory classes including Tech Ed, Video Production, Yearbook, ASB, Unified Arts, Orchestra, Band, Choir, Spanish, and P.E.
- Creative and caring teachers who have high expectations for all students.
- An intentional series of academic interventions used to respond when students are not learning
- 8<sup>th</sup> Grade Monthly Community Service Program
- School-wide counseling needs survey and individual follow-up

### Athletics & Activities

- McClure offers Volleyball, Soccer, Basketball, Co-ed Ultimate Frisbee, and Co-ed Track
- An active ASB that sponsors dances, spirit & cultural assemblies, talent show and other climate-building activities
- McClure Drama Program

### MOST After School Clubs

- Enrichment courses
- Homework Club
- Books and Bagels (Bookclub)
- Farm to Table Cooking Class
- Gamers Club
- Zoo Crew
- Pottery

### SIXTH GRADE SAMPLE SCHEDULE

Period	Time	Subject	Room #	TEACHER
1 <sup>ST</sup>	7:50-8:50	Language Arts	215	Mr. Clydesdale
2 <sup>nd</sup>	8:54-9:50	PE	103	Ms. Palomino
3 <sup>rd</sup>	9:54-10:50	Math	223	Ms. Pinto
*Lunch	10:50-12:20			
4 <sup>th</sup>	11:24-12:20	Social Studies	214	Mr. Equine
5 <sup>th</sup>	12:24-1:20	Science	209	Ms. Paint
6 <sup>th</sup>	1:24-2:20	Choir	202	Mr. Saddle

**Fourth period and 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> lunches\* are scheduled as follows:**

**\*Lunch:**

- 1<sup>st</sup>) 10:50 – 11:20
- 2<sup>nd</sup>) 11:20 – 11:50
- 3<sup>rd</sup>) 11:50 – 12:20

**Fourth period class time:**

- 11:24 – 12:20
- 10:54 – 11:20 and 11:54 – 12:20
- 10:54 – 11:50

**Check the McClure website for the most up-to-date information: [mcclurems.seattleschools.org](http://mcclurems.seattleschools.org)**

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### Frequently Asked Questions

#### When will I meet my WEB leader and be introduced to McClure?

- All new students will be invited to a summer orientation right before school begins in the fall. This event is hosted by our fabulous WEB (Where Everyone Belongs) Leaders. During the orientation, sixth graders will meet their two appointed WEB leaders who they will stay with for the school year. WEB leaders will facilitate fun activities and offer coaching on how to be successful, comfortable and inspired as a McClure Middle School student!!

#### What will the first school day be like?

- Students will pick up schedules in the gym and report to their 1<sup>st</sup> period classes. Sixth grade students will be supported by their WEB leaders and their sixth grade teachers as they become comfortable with their lockers, schedules and new teachers!

#### What does my day look like? What time does school start? What time is lunch? How much time do I have between classes?

- Our school day includes a six-period day; in the 2016-17 school year, our day will begin at 8:45 am and ends at 3:15 pm. Passing periods are 4 minutes long and students have a 30 minute lunch each day.

#### How much homework do students have at McClure?

- Our goal is for students to have no more than 20 minutes of homework per night per class. Occasionally students have more or less homework depending on their classes. We encourage students and parents to communicate directly to their teachers if there is ever a question about homework. Teacher emails are available on the McClure website and the Source.

#### What kind of technology can I (and/or my parents) use to be successful at McClure?

- Student are expected to use the following online tools to support their day-to-day and long-term achievement at McClure:
  - **Schoology:** Used to provide students and families with up-to-date information on upcoming classroom, assignments, projects, activities, lessons, handouts, etc.
  - **The Source:** Used to provide students and families with grades/academic achievement.
- **Laptop carts and iPads:** Students will have access to laptop carts and iPads to enrich classroom learning throughout the school. Our school has been very intentional with training iPad Pilot teachers in every department.

#### How will I be assigned my exploratories/electives/PE? How is my schedule determined?

- We define our exploratories as...exactly what they sound like – a chance to **explore** something! These are assigned randomly to students if they are not enrolled in year-long electives like Band, Orchestra, Spanish, WEB, or ASB.
- In terms of scheduling we **always** schedule students' **core academic classes first**. **Second**, we schedule reading or math support classes (if needed) and PE (one-semester/year state requirement). Our year-long **electives**- WEB (*8<sup>th</sup> graders only through application process*), Music, Spanish and ASB (*officers only for year-long*) are considered **third** in the scheduling process. Finally, students will be scheduled **randomly** into semester-long exploratory classes (for example, Unified Arts or Tech Ed.)

#### Why would I get a PE waiver and what is the process?

- PE waivers will be granted to students who meet the following **2 conditions**:
  1. The student is simultaneously enrolled in two full year **elective** (not exploratory) classes (i.e., Music, WEB, Spanish, ASB *\*officers only\**) **AND**
  2. The student participates in a school district directed or community based organized athletic program and provides documented participation of 80 hours (*minimum*).

#### What about After School Activities?

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- We have a strong partnership with Seattle's Parks and Recreation. Our **McClure Out-of-School Time (MOST)** program offers a wide range of clubs, activities, sports and academic support to McClure students. In addition, students can access transportation home at the end of the day. More information about MOST can be found on the McClure website.
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**Check the McClure website for the most up-to-date information: [mcclurems.seattleschools.org](http://mcclurems.seattleschools.org)**

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**Thank you for coming this evening. We look forward to seeing you this spring for our barbecue, musical or any other McClure community events and...of course, on the first day of school this fall!**

### Testimonials

I like the teachers – they really help you and the students are really nice...I didn't think they'd be super nice like they are. Classes aren't that hard and you learn a lot here.

-Nicole, 6<sup>th</sup> Grade Student at McClure

"When I started at McClure, I was greeted by a crowd of attentive staff members, each and every one of them willing to put in time and effort to make sure I was prepared for high school. I felt welcome and appreciated, especially since my teachers offered to stay after school to help answer my questions. To this day, I think of the teachers at McClure as some of the best educators in the school system."

- Cam, Senior at Ballard High School

It is easy to make friends at McClure and the teachers encourage us to do well. For example I once raised my hand to answer a question, but I gave the wrong answer. The teacher kindly pointed out my error and instructed me on how I could figure out the right answer. I did everything he told me to do and the next time I raised my hand I had the right answer. He told me I had done a great job and told the rest of the class that I am a person who wants to learn and get better.

-Esu, 7<sup>th</sup> Grade Student at McClure

I love the community and cohesiveness here at McClure because the entire staff is genuinely committed to fostering academic and social / emotional growth within each and every student. In addition, the kids here are awesome! Each child contributes to our learning community by bringing in a unique perspective of the world along with a strong willingness to learn. McClure rocks!

-Mr. Hunter 7<sup>th</sup>, 8<sup>th</sup> grade Language Arts/Social Studies/Newspaper/Yearbook Teacher

"The Tech Ed courses give you a great insight into technical careers. McClure has some great electives to choose from. Teachers do a fabulous job at creating interesting electives."

- Sean, 9<sup>th</sup> grader at Ballard High School

6<sup>th</sup> grade is much easier than I thought it would be because the teachers are really nice.

- Anvita, 6<sup>th</sup> Grade Student at McClure

"I've never really liked math until I started going to McClure. My teacher helped me understand new concepts in math and I started liking it more."

-Sadie, 8<sup>th</sup> grade student at McClure

"I am a better scholar, educator, and human being for working at McClure. This place brings out the best not only in our amazing students, but also in our indefatigable staff and administration. You honestly cannot ask for a better foundation for success than the one I have found in this building."

-Ms. Pattison, 6<sup>th</sup>, 8<sup>th</sup> grade Language Arts/Social Studies Teacher

McClure Middle School is a tightknit community and you have plenty of opportunities to practice and enhance your leadership skills. McClure is a safe environment to exhibit your true personality.

- Drew Hartz, 8<sup>th</sup> grader and McClure ASB President

I recently moved to Seattle from another state and I love my new school. The adults and students at McClure have helped me learn about the school, how to find my way around and how to be a successful student. I love this school because everybody is nice and I've never seen any bullying. Also, the teachers are really cool.

-Elliot, 7<sup>th</sup> Grade Student at McClure



## McClure Middle School

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# Language Arts

### Members of the Department

Natasha Boswell  
TuesD Chambers  
Kim Draggoo  
Maggie Fish  
Katie Goehring  
Jerome Hunter  
Sarah Pattison  
Mary Whisenhunt

### What they teach (2015-16)

7<sup>th</sup> Grade Language Arts  
Librarian  
8<sup>th</sup> Grade Language Arts  
Reading Improvement  
6<sup>th</sup> Grade Language Arts  
7<sup>th</sup> and 8<sup>th</sup> Grade Language Arts and Yearbook  
6<sup>th</sup> and 8<sup>th</sup> Grade Language Arts  
6<sup>th</sup> Grade Language Arts

### Overview of Language Arts at McClure

McClure has Readers and Writers Workshop throughout the year for all grade levels. All classrooms have class libraries, supported by the school library and librarian. We have monthly school-wide book clubs after school. We have aligned our instruction with the Common Core State Standards.

Starting this year McClure is excited to restructure all Language Arts classes into a “blended” model. All Language Arts courses will be taught on an advanced / 'Honors' level. Students will benefit from greater diversity within these courses and all students will receive an *Honors* designation on their transcripts/report cards. Students who struggle with reading and writing skills will be provided with extra support via 1:1 reading tutors, reading improvement as a support course, small group lessons and re-teaching of important skills. Students who demonstrate mastery will be provided with advanced learning opportunities, reading/writing enrichment activities, and advanced texts across genres to read and analyze.

### Scope and Sequence of Grades/Programs

#### 6<sup>th</sup> Grade Language Arts:

Reading Life, Personal Narrative, Character Analysis, Non-Fiction Pamphlets, Literary Essay, Book Clubs, Realistic Fiction, Poetry, Genre Fiction (Fantasy, Suspense, Sci-Fi, or Fairy Tale), Independent Reading and Responses to Literature.

#### 7<sup>th</sup> Grade Language Arts:

7<sup>th</sup> Grade Language Arts: Building a Reading Life & Launching Writers Workshop, Research Based Argumentative Essay, Character Analysis, Literary Essays, Book Clubs, Persuasive Essay, Poetry, Dystopian Fiction, Independent Reading and Responses to Literature.

#### 8<sup>th</sup> Grade Language Arts:

Exploration of Reading Life, goal formation, Literary Essay, Non-Fiction books, Book Clubs, Historical Fiction-reading and writing, Social Issues, Realistic Fiction- reading and writing, Poetry, Genre expansion, Inquiry on Global Issues, Argument Essay, Novel Study- To Kill a Mockingbird, Speech -analysis of famous speeches, writing and performance, Independent Reading and Responses to Literature.

# Blended/Clustered Language Arts Classrooms at McClure Middle School



McClure Middle School is on a path of excellence for **all** of our students. Our staff has been collectively studying and applying researched strategies to meet the needs of our students and provide effective levels of support and challenge. We have spent more than three years embracing and utilizing the concept of **growth mindset** – the research-validated principle that we can teach students that their success in school is not stagnant or based on their past but, with grit and perseverance (and a supportive, intentional school environment), **all** of our students can and will grow.

Our Language Arts department has fully embraced the idea of growth mindset and supporting all students in rising to and successfully mastering high levels of challenge, for both General Education and Spectrum students alike. The department has been defining and applying the rigorous Common Core State Standards for Literacy. This includes spending time developing a common definition of what rigor means in terms of standards and outcomes. Our Language Arts Department has determined that rigor involves attention to **depth of knowledge** and enhanced opportunities for **critical thinking**, **not** necessarily accelerated pacing and volume of work. This is good learning for **all** students.

Language Arts teachers are intentionally using data to inform their teaching practice to better serve individuals and groupings of students within each classroom. They have also developed common rubrics that include opportunities for all students to reach beyond the proficient level of achievement. Furthermore, our Language Arts Department has aligned its curriculum and skills across grade levels; this alignment already includes the same scope and sequence for our Spectrum and General Education classes. The department is comprised of a close-knit group of talented teachers who are dedicated to giving all students what they need to be successful in literacy and critical thinking.

To better serve and increase rigorous learning opportunities for **all** students, McClure Middle School's Language Arts Department will be following a blended (or clustered) model for the composition of our Language Arts classes for the 2015-16 school year; all of our Language Arts courses will include students who have tested in to Spectrum and students who have not. There will no longer be separate Spectrum classes. To make this decision, we have looked at test data, grades, disciplinary, attendance, and school report data and have come to the conclusion that there is not a vast difference between the performance, behaviors, and attitudes of students in our General Education and Spectrum Language Arts classrooms. We can effectively serve our students in a blended model and we believe this model will lead to higher achievement and opportunities for rigor for **all** of our students.

The following are some informational bullet points that support this new model:

- **Same teachers** – all Language Arts teachers are currently teaching (or have recently taught in the past) the Spectrum designated classes; these teachers can easily continue to provide the same opportunities for rigor and depth of knowledge for all students.
- A focus on **differentiation**: our Language Arts teachers already differentiate instruction in their General Education and Spectrum classes; they share strategies and rubrics to serve the array of students in their classrooms every day. Seattle Public Schools Advanced Learning department stipulates that Spectrum students should be “offered appropriately deep,

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# Blended/Clustered Language Arts Classrooms at McClure Middle School



complex and/or accelerated curriculum.” This is not easy work but it is a challenge our teachers are already taking on in the current classroom structures at McClure.

- **Opportunity and Grading:** Teachers will be teaching at an “honors” level with the assumption that all students can and will pursue this level of rigor. All students will have an “H” next to the course title on their semester grade reports. All students will be held to the same level of rigor to earn these grades.
- **Same format as the rest of the school:** All other departments at McClure are already blended model classes. All of our feeder schools have blended/cluster model classrooms. (Our math students are placed into the next math course in the sequence of math coursework. There are no Spectrum or Honors designated math courses at McClure.)
- **Studies** show that grouping high achieving students together is beneficial; 37% of all Language Arts courses are already Spectrum designated courses. This represents a significant population of students in our school. Furthermore, McClure has a significant number of high achieving students in our General Education classrooms so student groupings will be robust and optimal with this model.
- **Studies** also show that students who are not performing at grade level benefit from having peers model grade level or advanced level work, behaviors and scholarly attitudes.
- **Studies** also show the most important skills for being a productive member of society are communication, problem solving, and critical thinking. Being part of a blended, diverse learning community enhances the opportunities for all three of these skills.
- **Seattle Public Schools Advanced Learning department recognizes clustered groupings in Middle School:** the “formula” stipulates that there must be at least six Spectrum-identified students in every clustered/blended classroom. This will be no problem as more than a third of our population is Spectrum-identified at McClure.
- **Supports:** McClure will continue to garner a robust cadre of tutors to help support all students in our Language Arts classrooms.
- **Supports:** There are some students in our Spectrum designated classrooms who are not performing well based on coursework, grades, behaviors and assessments. They will continue to get the supports they need in a cluster-grouping classroom.
- **Behaviors:** We have amazing, kind and well-behaved students at McClure in all of our classrooms. Our staff and students have taken ownership over our Maverick PRIDE behavior expectations and we are seeing significant reduction in on-campus misbehavior. For the few behavioral issues that do arise, we have examined the data for this year and last, and it is clear that there is no program that has a higher or lower number of disciplinary events. We have an equal number of formal and informal reports on misbehavior (including everything from chattiness in the classroom, to disrespect of peers or adults, to bullying or harassing, to fighting) for Spectrum designated and General Education designated students at McClure Middle School.
- **Diversity:** In a “blended” classroom, each student benefits from the diversity of others. Diversity is not a hindrance but a benefit to the acceptance and value of the other.

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# Math

### Members of the Math Department

Dr. Janet Bogle  
Ms. Caitlin Davis  
Ms. Ann Jennings  
Mr. Eric Mansfield, NBCT  
Ms. Lynda Dowell, NBCT  
Mr. Julian Parker

### What they teach (2015-16)

Algebra 1 and Geometry\*  
6<sup>th</sup> – 8<sup>th</sup> Basic Math  
8<sup>th</sup> Grade Math Support, 8<sup>th</sup> Grade Math  
7<sup>th</sup> & 8<sup>th</sup> Grade Math  
6<sup>th</sup> Grade Math  
6<sup>th</sup> & 7<sup>th</sup> Math Support, 6<sup>th</sup> & 7<sup>th</sup> Grade Math

### Overview

The McClure Mathematics Department strives to provide a high quality education to ensure all students are proficient in or ready for algebra when they matriculate to high school. With the advent of the Common Core State Standards (CCSS), which are based on national and international data and best practices, we aim to dig deeper into a smaller range of standards each year. We provide opportunities for all students to go beyond mastery once they meet the basic requirements of any given standard. Evidence strongly supports developing a deeper fluency of a grade level's standards is significantly richer than accelerating to an advanced grade level's standards. The data has demonstrated that advancing instead of enriching ends up with superficial mastery.

To facilitate this growth we employ a variety of positive motivational teaching and instructional methods that aim to stimulate curiosity, encourage persistence, and incorporate appropriate technology while reinforcing mathematics fundamentals needed for future study. Recognizing that each student learns differently, the math staff provides opportunities that address the diversity of learning styles of all students with care and compassion. It is our intent to instill students with a lifelong appreciation of mathematics both for the discipline itself and for its real-world applications.

### **Scope and Sequence of Common Core State Math Standards**

#### **6<sup>th</sup> Grade Math:**

In Grade 6 Math, instructional time should 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.

#### **7<sup>th</sup> Grade Math:**

In Grade 7 Math, instructional time should 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.

#### **8<sup>th</sup> Grade Math**

In Grade 8 Math, instructional time should 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.

#### **Accelerated 8<sup>th</sup> grade Algebra 1:**





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In Algebra 1, instructional time will focus on four critical areas: (1) Seeing and interpreting structure in equations and using them to solve problems, (2) Arithmetic with polynomial and rational expressions, (3) Creating equations, (4) Reasoning with equations and inequalities, (5) Interpreting and building functions, including linear, quadratic and exponential functions, (6) and interpreting categorical and quantitative data.

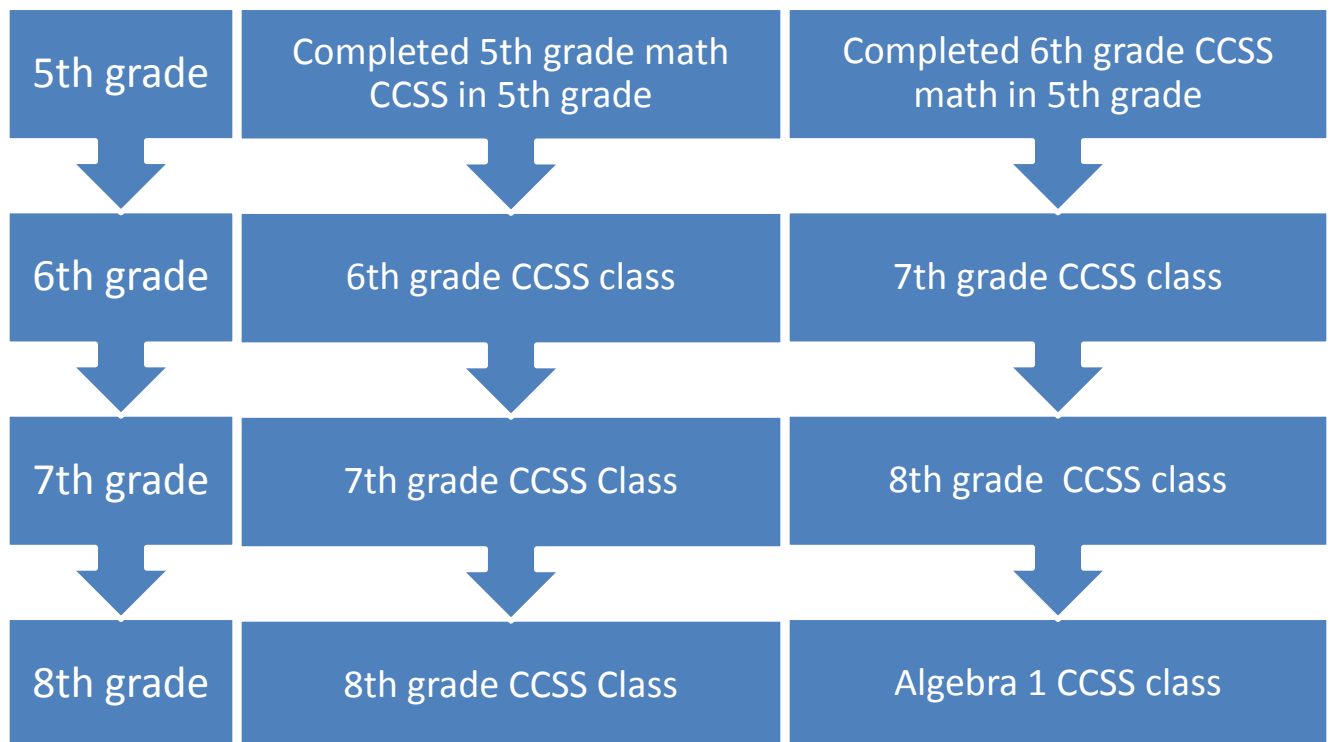
**\*Geometry is exclusively for students who have completed the algebra and passed the EOC test prior to 8<sup>th</sup> grade.**

## McClure Middle School Math Pathway

The guiding principle for our McClure Math Pathway is to give each student the greatest opportunity to learn rigorous and coherent mathematics in a high quality program while providing them with the supports necessary to be successful. Our math department encourages students, parents, educational leaders, and counselors to work closely together to meet this common goal.

Our Math Pathway, shown below, intentionally creates opportunities for all students to master Common Core State Standards while making optimal decisions about the most appropriate courses which we offer. The design of the pathway is based on best practices for reaching the deepest level of understanding and highest level of mastery for each set of grade level standards.

### McClure Middle School Math Pathway





## McClure Middle School

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### Social Studies

#### Members of the Department

Sheldon Durr  
Maggie Fish  
Katie Goehring  
Jan Robbins  
Mary Whisenhunt

#### What they teach (2015-16)

7<sup>th</sup> and 8<sup>th</sup> Grade Social Studies  
6<sup>th</sup> Grade Social Studies  
7<sup>th</sup> Grade Social Studies  
7<sup>th</sup> and 8<sup>th</sup> Grade Social Studies  
6<sup>th</sup> Grade Social Studies

#### Overview of Social Studies at McClure

Social studies classes at McClure focus on both social studies content and skills. Each grade level covers specific content, while also teaching students skills in reading, writing, and other areas important to social studies. We work on geography and visual literacy skills, like interpreting and analyzing maps, charts, timelines, and graphics. Students learn study skills, note-taking, and research skills. Students write argument, expository, informational, and research essays, as well as produce a variety of small and large projects. Students read a variety of texts from many types of sources, both print and digital. Finally, we focus on citizenship and group skills, like cooperative learning.

#### Scope and Sequence of Grades/Programs

##### 6<sup>th</sup> Grade Social Studies: Eastern Hemispheres (Ancient World)

Areas of Study: Paleolithic/Neolithic Age, Mesopotamia, Egypt, India, China, Greece, and Rome

6<sup>th</sup> Grade Essential Questions:

- How does the study of ancient civilization help us to understand and appreciate the time in which we live?
- What connections can we make with ancient cultures to our lives today?

##### 7<sup>th</sup> Grade Social Studies: 1 semester each of World Geography and Washington State History

###### World Geography

Areas of Study: 5 Themes of Geography, Understanding Place, Human Systems and Global Issues

Essential Questions:

- How does geography shape our destiny?
- How does understanding place help us understand ourselves and our place in the world?
- How do the human systems we create make life productive or harmful?
- How will global issues impact our future?

###### Washington State History

Areas of Study: Politics & Power, Economics, History, Geography of Washington State

Essential Questions

- What is the purpose of politics?
- How does economics impact our lives?
- How does history inform our present and future?
- How does Washington's geography shape our destiny?

##### 8<sup>th</sup> Grade Social Studies: United States History

Areas of Study: History of the United States from colonization through the Civil War and Reconstruction

Essential Questions:

- Why is it important to approach the study of history from a variety of perspectives?
- How did geography and the environment influence the social, political, economic, and cultural development of the people in North America?
- What is the role of a citizen in a representative government?
- How have economic factors influenced the growth of the U.S. and its involvement in world affairs?



## McClure Middle School

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## Science

### Members of the Department

Dennis DeBell  
Breck McKean  
Laura McGinty  
Gail Higgins

### Grades We Teach (2015-16)

6<sup>th</sup>/ 8<sup>th</sup> Grade  
6<sup>th</sup>/ 7<sup>th</sup> Grade  
7<sup>th</sup> Grade  
8<sup>th</sup> Grade

### Overview of Science at McClure

In science, students cultivate their natural scientific abilities through inquiry-based exploration. Starting with Life Sciences, students' progress to physical and chemical science, then to physics. This intentional design provides students an experience that is reflective of high school. They learn fundamentals from lab experiments, investigations, research, and analysis. Technology and careers are incorporated into the curriculum allowing students to make a greater connection.

The experience is supplemented with Science Fair for 6<sup>th</sup> and 7<sup>th</sup> grade, while 8<sup>th</sup> grade completes a physics project. Additionally, we explore the community of science through off campus, science based field trips.

### Scope and Sequence of Grades/Programs

#### 6<sup>th</sup> Grade Science:

Students are introduced to the Life Sciences and will expand their biological understanding of life by focusing on the characteristics of living things, the diversity of life, and how organisms and populations change over time in terms of biological adaptation and genetics. The major topics studied are Diversity of Life, Genetics, Ecology and Evolution, and The Human Body.

#### 7<sup>th</sup> Grade Science:

This is an introductory course to earth and chemical sciences. Students explore various substances through interactive lab experiences. This allows students to develop a deeper understanding of the unique properties and relationships of matter. Finally, students study catastrophic events such as storms, earthquakes, and volcanoes. The major units in 7<sup>th</sup> grade are Properties of Matter and Catastrophic Events.

#### 8<sup>th</sup> Grade Science:

Students are introduced to astronomy. This is an opportunity for students to understand the relationship of the sun-earth-moon system. Further exploration allows students to develop a deeper understanding of the effects of the system on Earth's seasons, tides, and weather patterns. Students also explore energy and how it is transferred and transformed. The major units are Energy, Machines and Motion, and Earth in Space.



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## Exploratory Classes

These courses provide opportunities for students to “explore” a type of learning or skill-building that they may not have chosen or experienced in the past. Exploratories are **not** choice driven and are randomly assigned. Below are just a few **potential** examples of our exploratory offerings for 2015-16.

<b><u>Computer Tech</u></b> (semester-long)	Students learn computer skills through digital graphics and HTML. Basic Hyper Text Mark-up Language is used to write simple Web pages as way to teach syntax.
<b><u>Drama</u></b> (semester-long)	This 18-week class lets students explore how actors use their voices and bodies to “become” different characters in front of an audience. Students will learn basic elements of theater (projection, blocking, setting, props, dialogue, monologue, improvisation, pantomime, script-writing), and will act and perform with classmates. By the end of this class, students will have a clearer idea of what it takes to create and perform.
<b><u>Health</u></b> (semester-long)	Students have an opportunity to perform a series of engaging hands-on activities through which they extend and enrich their understanding of the human body. The curriculum is divided into three parts: The Digestive, Respiratory, and Circulatory Systems. Also, health connections are made to eating and exercise with You Are What You Eat, a nutritional unit that gives students a better understanding of the nutritional values of carbohydrates and fats and Just Move It, which introduces the concepts of energy and exercise.
<b><u>Introduction to Theater Arts</u></b> (semester-long)	An exploration of the history of theatre, from the ancient Greeks to the Italian Renaissance; ending with a focus on the works of William Shakespeare, during the English Renaissance. Students will analyze multiple versions of Shakespeare’s tragedies and comedies, while expressing their own interpretation through visual and performance projects.
<b><u>Journalism/Yearbook</u></b> (semester-long)	Journalism is a semester course where we engage in several projects. Our main focus is the school yearbook. We explore graphic design, website building, journalism, and photography. This is an exciting class where students are able to access their creative energy.
<b><u>Tech Exploration</u></b> (semester-long)	A hands-on exploration of the work worlds of communications, manufacturing, construction and transportation. Studied areas include problem solving, aviation, rocketry, technical drawing/CAD, video production, crafts and wood working.
<b><u>Unified Arts</u></b> (semester-long)	The Unified Arts class is a semester course where students engage in various visual arts projects. Areas of exploration include drawing, color and color mixing, interior and exterior perspective. Students also explore a variety of media including pencil, colored pencil, pastels and tempera paint. Students also learn to knit and make a pair of fingerless mittens for donation. Students have the opportunity to enjoy various art projects and learn new skills.
<b><u>Video Production</u></b> (semester-long)	Adventure through media by viewing and producing video. Class activities include image/concept, communication theory, media literacy, technical aspects, storytelling, documentary, editorial, features, interviewing, editing, animation, critique and scripting.



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# **Physical Education**

### **Members of the Department**

Joshua Colwell  
Linse Hill

### **What they teach (2015-16)**

6<sup>th</sup>-8<sup>th</sup> grade PE  
6<sup>th</sup>-8<sup>th</sup> grade PE

### **Overview of Physical Education at McClure**

Physical education is an opportunity for students to exercise, have fun, develop skills, and learn more about nutrition, fitness concepts, and anatomy. This course will focus on the physical, cognitive, social, and emotional development of each student through various sports, success-oriented activities, physical challenges, cooperative play, and content knowledge aimed to promote a healthy lifestyle.

We will incorporate lessons and activities from the Five for Life curriculum, the adopted physical education curriculum of Seattle Public Schools, along with other supplemental programs and activities throughout the school year. Fitness testing will be done on a periodic basis to assess the components of fitness. These assessments will include the mile run, pacer, curl-ups, push-ups, and the sit and reach test. Students will be reading, writing, and working on health and fitness topics on a regular basis in this class.

### **Scope and Sequence of Grades/Programs**

#### **Content Knowledge**

Nutrition – Diet, nutrients, food labels, hydration, body composition

Fitness concepts – Components of fitness, heart rate, FITT principle

Anatomy – Bones, muscles

#### **Activities/Games/Units/Skills**

Soccer, basketball, flag football, kickball, capture the flag, archery, handball, ultimate Frisbee, volleyball, rowing, hockey, jump rope, 4-square, climbing, and many other games/activities.

Circuit training, flexibility training, functional training.

#### **Values/Principles**

Teamwork, sportsmanship, respect, honesty, cooperation, friendly competition, safety, etiquette, conflict resolution, integrity, accountability



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# **Leadership and Communications**

<b>Members of the department</b>	<b>What they teach (2015-16)</b>
<b>Kim Draggoo</b>	<b>WEB</b>
<b>Laura McGinty</b>	<b>ASB</b>

### **Overview of Leadership and Communications at McClure**

The purpose of these classes is to engage students in cultivating leadership and communication skills which help them in all aspects of their lives. In school, students have an opportunity to collaborate in varying size groups, lead teams, lead school assemblies, coordinate school activities, and mentor other students. In these programs, students not only learn the importance of participating in the community, but also seek innovative ways to help. Collectively, these skills allow students to build positive relationships and explore new ideas.

### **Scope and Sequence of Grades/Programs**

#### ***Where Everybody Belongs (WEB)***

The WEB Leadership class is a year-long course for 8<sup>th</sup> graders who have completed the 7<sup>th</sup> grade WEB Tryouts and been selected as mentors for the incoming 6<sup>th</sup> grade class. The course provides opportunities for students to learn more about themselves and who they want to be, to learn and to develop their leadership skills, and to effectively work in groups by planning and facilitating authentic activities for 6<sup>th</sup> graders. This class will include in-class assignments, community service, group and individual special projects, and active involvement in serving McClure's 6<sup>th</sup> grade students. WEB Leaders also serve as role models and ambassadors to the new Mavericks and the McClure community.

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

ASB is a semester course\* for students to represent the student body while learning, developing, and practicing the skills necessary to be effective group members and leaders. Students accomplish this through planning and organizing events for school, local, and global communities. The lessons and assignments are designed to cultivate and apply skills such as planning, organization, communication, collaboration, time-management, and reflection among many others.

*\* (semester long for student representatives only; year-long for student elected ASB officers)*



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# MUSIC

### Members of the Department

Robert Mosgrave  
Aimee Mell

### What they teach (2015-16)

Orchestra and Band  
Choir

## Overview of Music at McClure

### Scope and Sequence of Grades/Programs

Beginning Band:

#### **Beginning Orchestra and Beginning Band:**

These classes focus on fundamental technical skills including pitch and tone production, rhythmic accuracy, articulation and dynamics. There is a strong emphasis on technique and music reading. Students learn to play both as an individual and as a member of a larger ensemble. Each semester adds additional skills and complexity to the music performed. Typically there are three public performances, usually one every three months to showcase what the students have learned. Previous instrumental music experience is not required for this class.

#### **Advanced Orchestra: and Advanced Band:**

These classes build upon the skills taught in the beginning class . More advanced skills are taught and the previous skills are refined. There is still a strong focus on music reading but the emphasis shifts from fundamentals towards artistic expression. The primary focus moves from basic technique to ensemble playing. The music increases the technical demands and requires more expressive playing. Each semester the music becomes more challenging. These classes typically do four or more public performances per school year. Incoming students must audition for these ensembles.

#### **McClure Choir- Beginning**

The McClure Beginning Choir is a year-long class open to boys and girls in 6th-8th grade who want to sing in a group setting. This class is a pre-requisite for the Intermediate/Advanced choir. Students learn and perform a variety of choral literature in conjunction with correct vocal technique, musicianship fundamentals and ensemble skills. Styles of music performed may include Classical, Broadway, Jazz, Pop, and World Music. Some performances take place outside of the school day, and the choir may participate in local and regional music festivals and contests. No prior singing experience is required to join the choir.

#### **McClure Choir- Intermediate/Advanced**

The McClure Intermediate/Advanced choir is open to 7th and 8th grade boys and girls who have sung in the beginning choir, or who audition with the director. The class is a year-long ensemble. Students learn and perform a variety of choral literature in conjunction with correct vocal technique, musicianship fundamentals and ensemble skills. Styles of music performed may include more advanced Classical, Broadway, Jazz, Pop, and World Music that require basic understanding of music fundamentals and independent musicianship. Some performances take place outside of the school day, and the choir may participate in local and regional music festivals and contests.



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# Spanish

### Members of the Department

JC Hsudeyin

### What they teach (2015-16)

Spanish 1A and 1B – 7<sup>th</sup> and 8<sup>th</sup> grade

### Overview of Spanish/World Language at McClure

McClure's Spanish/World Language program is a two-year curriculum. The Spanish courses are open to 7<sup>th</sup> and 8<sup>th</sup> grade students who love to reach out to the world and learn other languages and cultures. We encourage students that finish this program to think ahead and continue with Spanish two and Spanish three in high school. Most institutes of higher learning require three years of Spanish or other foreigner languages.

Learning Spanish engages our students to be good global citizens and prepares them for the job markets of the future. According to current economic trends, one of the job requirements by year 2020 is to be proficient in a 2<sup>nd</sup> language.

The McClure Spanish program follows the Seattle School District curriculum and uses the curriculum text books *Venconmigo 1, Adelante (1A-7<sup>th</sup> grade)* and *En Camino(1B-8<sup>th</sup> grade)*.

### Scope and Sequence of Spanish Program:

Students may sign up at the end of their sixth grade year to start their Spanish language-learning journey as 7<sup>th</sup> graders. It is a two-year commitment so we do encourage families to talk about this when students are starting to register for classes at the end of sixth grade.

The following is a brief overview of curriculum, content and skills students will learn each year in McClure Spanish coursework:

#### Spanish 1a (7<sup>th</sup> graders):

7<sup>th</sup> grade - Spanish 1A( text book Adelante): Students will learn to introduce oneself, greeting others, telling time and school's schedule, school's subjects, to be familiar with calendar, numbers, color, and weather, family tree, buying things, expressing one's likes and dislikes.

#### Spanish 1b (8<sup>th</sup> graders):

8<sup>th</sup> grade - Spanish 1B ( text book En Camino): Students will learn to describe people and hobbies, to order food and to dine out in restaurants, to shop in stores, telling directions, to celebrate and compare, health and sport, vacation and favorite places.





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### Special Education

Program	Teacher	Instructional Assistants
SM1- Resource	Stephenson Carver	None
SM1- Resource	Caitlin Davis	None
SM2- Low Incidence Self-Contained	John Rutledge	Sara Gollings
SM3- Behavior Intervention Program (EBD)	Sam Rosenbloom	Michael David Ryan Miller Karamo Kanny
SM4- Access Inclusion	Dan Bremson	Nena Carpenter Ellen Henderson
SM4- Self-Contained	Mari Ingram	Alyson Schroder
Medically Fragile	Chanel Moon	Jackie Harden Alexia Valencia Sheridan Lamb
Related Service Providers	Michelle Dorman- School Psychologist Emily Hellenkamp- Speech and Language Pathologist Brittany Behrendt- Occupational Therapist Brianna Barker- Physical Therapist Anne St Marie- PT Assistant Mary Ann- Vision Specialist Jean Rogers- Audiologist	

### Overview of Special Education at McClure

McClure has a variety of Special Education Programs available to serve students with Individualized Education Plans (IEPs). The goal of the Special Education Department at McClure is to provide services and supports to meet the unique needs of our students. We are committed to meeting the needs of our students through individualized instruction as outlined in their IEPs.

### Scope and Sequence of Grades/Programs

All of our Special Education Programs strive to ensure that our students receive the most appropriate services and supports to help facilitate their learning. When our students' least restrictive environment is the general education classroom, we make sure accommodations and/or modifications are given as needed to promote their understanding of the general education curriculum. When our students' least restrictive environment is not the general education classroom, we give them opportunities to access the general education curriculum in whichever setting is most appropriate. When instruction is provided in the special education setting, the curriculum taught is a modification of the general education curriculum.

If you would like to hear more about the Special Education Programs at McClure Middle School please contact McClure's Special Education Department Head, Caitlin Davis.

Caitlin Davis: [cmdavis@seattleschools.org](mailto:cmdavis@seattleschools.org) or 206-252-1838