

# IMPERIAL MIDDLE SCHOOL

## INTERNATIONAL BACCALAUREATE<sup>®</sup> (IB)

### WORLD SCHOOL



Middle Years  
Programme

## WE ARE IMPERIAL

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### WE ARE RESPECTFUL

OPEN-MINDED, CARING, COMMUNICATORS

### WE ARE RESPONSIBLE

PRINCIPLED, KNOWLEDGABLE, REFLECTIVE, THINKERS

### WE ARE SAFE

BALANCED, INQUIRERS, RISK-TAKERS



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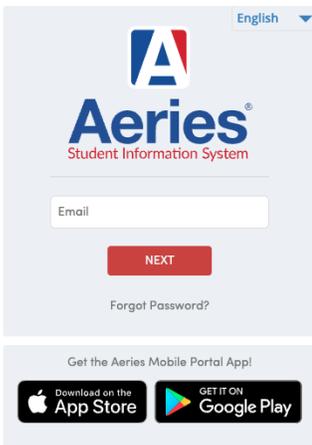
# IMS Home/School Communication

As your child moves on to middle school, it is important for you, as a parent or guardian, to be informed of your child's grades, homework assignments, behavior, school calendar, and more. At Imperial Middle School, we currently use four main information sources to help provide everything you need to know for your child's success: IMS Website, Aeries Parent Portal, PBIS Rewards, and Parent Square.

**IMS Website:** <https://www.lahabraschools.org/imperial/>



**Aeries Parent Portal:** <https://lahabraschools.aeries.net/Student/LoginParent.aspx>



[Parent Portal Log in](#)

Log in / reset password for Parent Portal account

[English](#) | [Spanish](#)

Find your child's account password in Parent Portal

[English](#) | [Spanish](#)

**PBIS Rewards:** <https://www.pbisrewards.com/blog/pbis-rewards-family-app/>



**ParentSquare:** <https://www.parentsquare.com> or download the App for Android or iOS



# ParentSquare

ParentSquare, will allow La Habra City School District to unify all parent communication from the district, schools, classrooms, and school activity groups under one umbrella.

With ParentSquare you'll be able to:

- Receive all school and classroom communication via email, text or app
- View and download photos
- View the school and classroom calendar

It is our hope that LHCS D's partnership with ParentSquare will enable a stronger dialogue between school and home, and will help empower everyone within the school community to stay connected and informed.

For questions about ParentSquare please **visit our FAQ** or contact the IMS school office.



# Course Catalog

## 2023-2024

# The International Baccalaureate® (IB) Middle Years Programme (MYP) comprises eight subject groups:

- [Language acquisition](#)
- [Language and literature](#)
- [Individuals and societies](#)
- [Sciences](#)
- [Mathematics](#)
- [Arts](#)
- [Physical and health education](#)
- [Design](#)

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. Each year, students in the MYP also engage in at least one collaboratively planned [interdisciplinary unit](#) that involves at least two subject groups.

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced.

Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- identities and relationships
- personal and cultural expression
- orientations in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability.

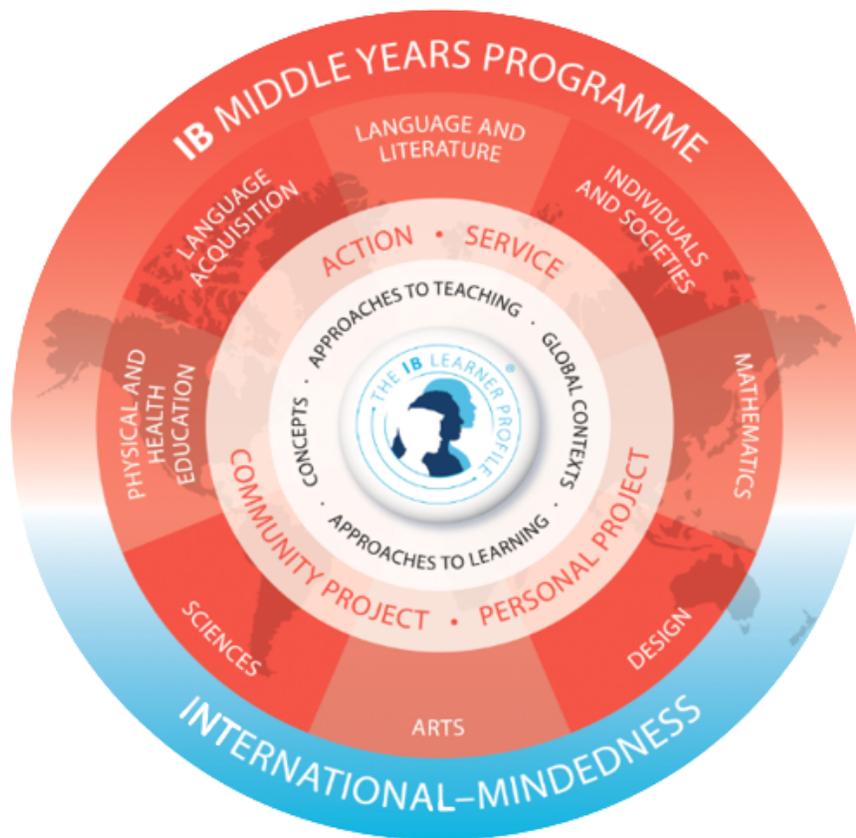
Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts along with related concepts for each discipline.

A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self management skills helps students learn how to learn.

Action and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the 8th grade [MYP community project](#).

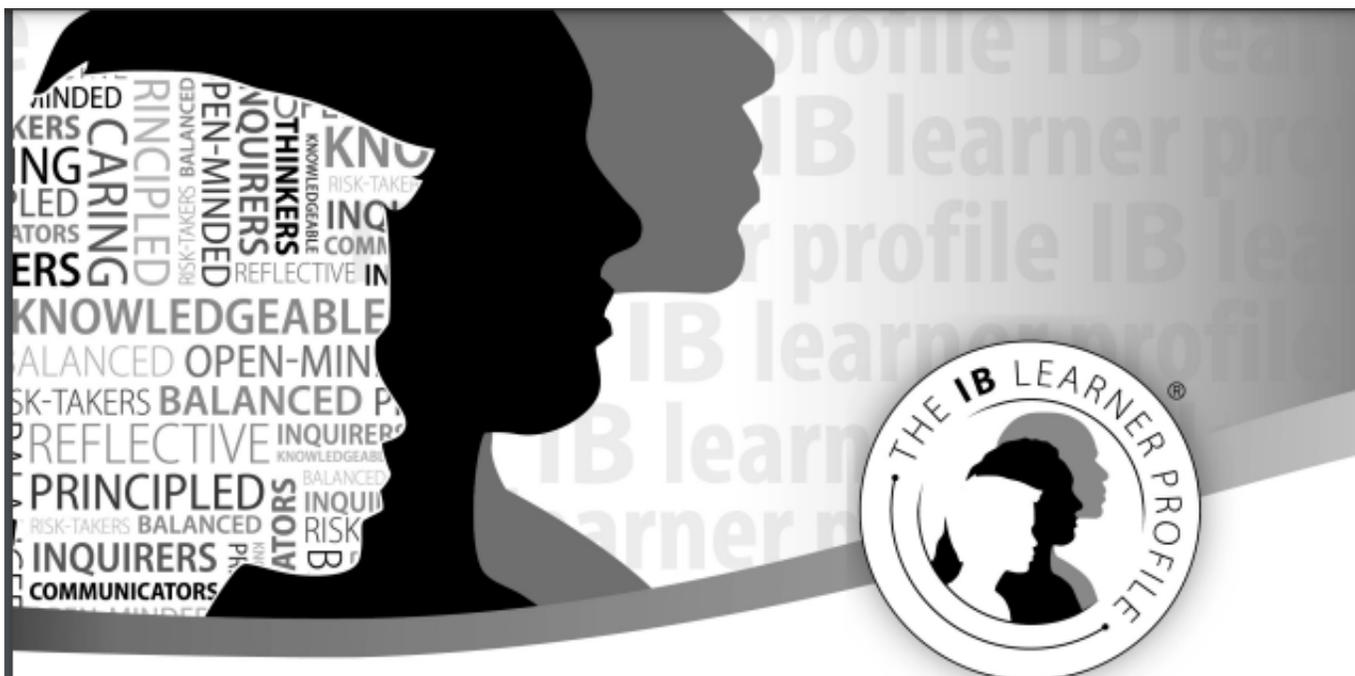
As part of the MYP curriculum, schools address differentiation within the written, taught and assessed curriculum. This is demonstrated in the unit planner and in the teaching environment, both of which are reviewed during programme authorization and evaluation. The MYP allows schools to continue to meet state, provincial or national legal requirements for students with access needs. Schools must develop an inclusion/special educational needs (SEN) policy that explains assessment access arrangements, classroom accommodations and curriculum modification that meet individual student learning needs.

The MYP curriculum focuses on STEM as an important perspective from which to consider integrated teaching and learning in concepts and skills related to science, technology, engineering and mathematics.



**Figure 1**  
*Middle Years Programme model*

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

# I.B. Course Descriptions

## Language and Literature

Middle Years Programme (MYP) language and literature courses develop skills in six areas:

- Listening
- Speaking
- Reading
- Writing
- Viewing
- Presenting

Inquiry is at the heart of MYP language learning, and aims to support students' understanding by providing them with opportunities to independently and collaboratively investigate, take action and reflect on their learning. All IB programmes value language as central to the development of critical thinking, which is essential for cultivating intercultural understanding and responsible membership in local, national and global communities.

Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework that supports the construction of conceptual understanding. As MYP students interact with a range of texts, they generate insight into moral, social, economic, political, cultural and environmental domains. They continually grow in their abilities to form opinions, make decisions, and reason ethically—all key attributes of an IB learner.

**Language & Literature 6, 7, 8:** Students engage in new and challenging literacy experiences as they develop skills and knowledge under the California Common Core State Standards for English Language Arts/Literacy. The standards are organized around four strands—Reading, Writing, Speaking and Listening—which define what students are expected to learn by the end of each grade.

**Honors Language & Literature 7, 8:** Honors Language & Literature courses are available for 7th and 8th grade students who have an academic strength in Language Arts. Qualification could include, but is not limited to, SBAC score, i-Ready Reading Diagnostic score, and/or teacher recommendation.

**Designated ELD 6, 7, 8:** Instruction provided during a protected time in the regular school day for focused instruction on the state-adopted English Language Development standards. During Designated ELD, English learners develop critical English language skills necessary for accessing academic content in English. Students in ELD will take the ELPAC Test until they are redesignated as English Proficient.

**READ 180 6, 7, 8:** Students who are more than four years behind grade level in reading are placed in this Tier III Intervention Reading class. It includes two back-to-back periods where the teacher begins the day with whole-class reading, writing, vocabulary-building exercises, and academic discussion. Students participate in three station rotations (small-group learning, student application, and independent reading) with personalized instruction tailored to their needs.

## Language Acquisition (Spanish)

The study of an additional language in the Middle Years Programme (MYP) provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing and behaving in the world. MYP language acquisition is a compulsory component of the MYP in every year of the programme. Schools must provide sustained language learning in at least two languages for each year of the MYP.

Learning to communicate in a variety of ways is fundamental to students' identity affirmation. The ability to

communicate in a variety of modes, in more than one language, is essential to the concept of an international education. The language acquisition course provides a linguistic and academic challenge for students in order to facilitate the best possible educational experience. Students are given the opportunity to develop their language skills to their full potential, as well as the possibility of progressing through various phases over the course of the MYP.

**Spanish A (Emergent-Phase 1), Spanish B (Emergent-Phase 2), Spanish C (Capable-Phase 3) (these courses are for **non-Spanish speakers**)**

These courses are for students who are beginning to read, write, and speak in Spanish. The ability to communicate in a variety of modes, in more than one language, is essential to the concept of an international education. The language acquisition course provides a linguistic and academic challenge for students in order to facilitate the best possible educational experience. Students are given the opportunity to develop their language skills to their full potential, as well as the possibility of progressing through various phases over the course of the MYP.

**Spanish 1 (Capable-Phase 4), Spanish 2 (Proficient-Phase 5), Spanish 3 (Proficient-Phase 6) (these courses are for **Spanish speakers**):** Students who already have a strong background in the Spanish language or who have completed Phase 1, 2, and 3. The phases do not correspond to particular age groups, grade levels, or MYP year levels. Students do not necessarily begin in Phase 1 – they can begin at any phase, depending on their prior experiences, and may exit from any phase on the continuum.

## **Individuals and Societies**

Individuals and societies incorporates disciplines traditionally studied in the humanities, as well as disciplines in the social sciences. In this subject group, students collect, describe and analyze data used in studies of societies, test hypotheses, and learn how to interpret complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

The subject encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

**Individuals & Societies 6:** The framework places a great deal of emphasis on students learning through exposure to primary sources, studying history through the words of the people who lived it. The grade six course description suggests lesson activities that have students use a wide diversity of sources, such as Hammurabi's Code, selections from the Torah, the writings of Greek historians and playwrights, the Analects of Confucius and Ban Zhao's Admonitions for Women, the Vedas and the Ramayana, writings on Roman law and citizenship, and works of art and literature from around the world.

**Individuals & Societies 7:** The seventh grade course in the framework focuses on medieval and early modern world history. The chapter provides students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Although societies were quite distinct from one another, there were more exchanges of people, products, and ideas with every passing century. The focus is on questions that get at those larger geographical, historical, economic, and civic patterns. To answer these questions, students study content-rich examples and case studies rather than surveying topics superficially.

**Individuals & Societies 8:** The eighth grade chapter focuses on U.S. history from the founding of the American Republic through the end of the nineteenth century. Throughout this course, students will confront the themes of freedom, equality, and liberty and their changing definitions over time. This course will also explore the geography of place, movement, and region, starting with the Atlantic Seaboard and then exploring American westward expansion and economic development, the Civil War and Reconstruction, and finally, industrialization.

# Mathematics

In the International Baccalaureate® (IB) Middle Years Programme (MYP), mathematics promotes both inquiry and application, helping students to develop problem solving techniques that transcend the discipline and that are useful in the world beyond school. The MYP mathematics framework encompasses number, algebra, geometry and trigonometry, statistics and probability.

Students in the MYP learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems. These are skills that are useful in a wide range of arenas, including social sciences and the arts. MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their studies, workplaces and everyday life.

Mathematics provides an important foundation for the study of sciences, engineering and technology, as well as a variety of applications in other fields. MYP mathematics can be tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

In the MYP, the topics and skills in the framework for mathematics are organized so that students can work at two levels of challenge:

- Standard mathematics, which aims to give all students a sound knowledge of basic mathematical principles while allowing them to develop the skills needed to meet the objectives of MYP mathematics.
- Extended mathematics, in which the standard mathematics framework supplemented by additional topics and skills, providing greater breadth and depth.

**Mathematics 6:** 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.

**Mathematics 7:** 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.

**Accelerated Math 7:** Grade 7 & 8 California State Standards taught in one year. This accelerated math course is available for 7th grade students who have an academic strength in Mathematics. Qualification could include, but is not limited to, SBAC score, i-Ready Math Diagnostic score, and/or teacher recommendation. At the end of the school year, students will take the Smarter Balanced 7th grade math test.

**Mathematics 8:** 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.

**Algebra:** This Algebra math course is available for 8th grade students who have an academic strength in Mathematics. Qualification could include, but is not limited to, SBAC score, i-Ready Math Diagnostic score, excellent scores in Accelerated Math 7 in 7th grade, and/or teacher recommendation. A passing grade in this course will count as High School Algebra I. At the end of the school year, students will take the Smarter Balanced 8th grade math test.

**Geometry:** This Geometry class will be offered through FJUHSD on an as-needed basis only.

## Science

The Middle Years Programme (MYP) sciences framework encourages students to investigate issues through research, observation and experimentation, working independently and collaboratively. As they investigate real examples of science application, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations.

Through MYP sciences, students will learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities. MYP sciences courses usually include biology, chemistry and physics, but schools may develop and offer other sciences courses that meet the subject group's aims and objectives.

**Science 6, 7, 8:** The goal of the California Next Generation Science Standards (CA NGSS) is to prepare California students to be informed citizens and future scientists. Students build science mastery through repeated learning experiences centered around everyday events in nature and their lives (“phenomena”). Focusing instruction around these observable phenomena allows students to understand how their world works and gives them the tools to solve problems they identify in it. Students shift from learning facts about science to actually engaging in the practices of science. They learn how to be scientists! The Integrated Model combines all four disciplines of science into each grade-level course as students focus on the content they need to understand real-world phenomena. The simplest content from each discipline appears in grade six, and students build on that foundation in subsequent years.

- **Dimension 1: Science and Engineering Practices (SEPs)** What scientists and engineers do. SEPs are skills and behaviors they use to answer a question or solve a problem.
- **Dimension 2: Disciplinary Core Ideas** What scientists and engineers know. These fundamental ideas are organized into four disciplines: life science; physical science; Earth and space science; and engineering, technology, and applications of science.
- **Dimension 3: Crosscutting Concepts** How scientists and engineers think. Understanding these common threads that tie together the four disciplines of science helps students deepen their understanding of core ideas and allows them to implement the practices more effectively.
- **Combining the Three Dimensions** The CA NGSS define performance expectations (PEs) about what students should know and be able to demonstrate by the end of the school year. These PEs require students to use all three of the dimensions together.

## Design

MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. In MYP design, a solution can be defined as a model, prototype, product or system that students have developed and created independently.

A well-planned design programme enables students to develop not only practical skills but also strategies for creative and critical thinking. The MYP expects all students to become actively involved in, and to focus on, the whole design process rather than on the final product/solution.

As part of the Middle Years Programme (MYP), design challenges all students to:

- apply practical and creative thinking skills to solve design problems
- explore the role of design in both historical and contemporary contexts
- consider their responsibilities when making design decisions and taking action.

MYP design focuses on a holistic design process rather than final products and solutions. MYP uses the design cycle as a way to structure:

- inquiry and analysis of design problems
- development and creation of feasible solutions
- testing and evaluation of students' models, prototypes, products or systems.

## Physical and Health Education

In the International Baccalaureate® (IB) Middle Years Programme (MYP), physical and health education empowers students to understand and appreciate the value of being physically active and to develop the motivation for making healthy life choices.

Physical and health education focuses on both learning about and learning through physical activity. Both dimensions help students to develop approaches to learning (ATL) skills across the curriculum. MYP physical and health education courses must engage students in physical education activities for at least half of the total teaching time allocated to the subject group.

Physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

In order to give students an opportunity to meet the MYP physical and health education objectives at the highest level, teachers should plan a balanced curriculum that includes significant content. This content might include:

- physical and health-related knowledge, such as components of fitness, training methods, training principles, nutrition, lifestyle, biomechanics, exercise physiology, issues in sport and first aid
- aesthetic movement, such as gymnastics, aerobics, martial arts, jump rope, or yoga
- team sports, such as football, basketball, handball, volleyball and hockey
- international sports and activities, including athletic traditions and forms of movement beyond students' personal and cultural experiences.

**Physical and Health Education 6, 7, 8:** The emphasis at sixth grade is on the application of movement and motor skills in lead-up or modified games along with folk and line dancing, stunts, and tumbling. The emphasis at seventh grade is on multicultural dancing, individual and dual physical activities, track and field, combatives, and adventure/outdoor activities. The emphasis at eighth grade is on team activities, square dancing, and gymnastics/tumbling. In each area of physical education, the critical elements for each motor skill as well as concepts and principles related to biomechanics, motor development, motor learning, and game tactics are taught.

## The Arts

In the International Baccalaureate® (IB) Middle Years Programme (MYP), students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning. Students have opportunities to function as artists, as well as learners of the arts.

Arts stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

**Concert Choir:** This class is for students who like to sing or would like to improve their voices. Students spend time learning individual vocal techniques such as correct singing posture, adequate breathing, pitch accuracy, unified vowels and vibrato. These tools build accuracy and confidence in each singer and provide skills to create an

excellent group sound. Solo singing opportunities are available for interested students. This excellent choir demands hard work but provides lots of fun. **Students work toward required public performances throughout the year.**

**Los Cantadores (Advanced Choir):** This select ensemble is for students who have already completed one year in our Concert Choir. Students in this advanced choir enhance their basic singing skills by singing 3 and 4 part music, performing in the community and traveling on field trips. **This is Imperial Middle School's premiere vocal ensemble and students work toward required public performances throughout the year.**

**Beginning Band:** This year-long class is an introductory course for all new band students. The band is composed of 6th, 7th, and/or 8th grade students learning to play an instrument for the first time. Students may choose to learn an instrument from the following: flute, clarinet, alto sax, tenor sax, trumpet, french horn, baritone, trombone, or percussion. Previous experience is not required. **The students in this class will be required to participate in at least two performances throughout the year.**

**Intermediate Band:** This year-long class is an intermediate course for *returning* band students. Students in this class expand upon their instrumental knowledge gained throughout their year in Beginning Band. The band is composed of mainly 7th and 8th grade students who have prior experience playing an instrument. **Students will be required to perform in at least three performances throughout the year, which may include: evening concerts, community events, and school assemblies.**

**Concert Band:** This year-long course is our top performance ensemble at Imperial. This course builds off of the skills and techniques acquired in Beginning and Intermediate Band. The band consists of mostly 8th graders, but is also open to 7th graders who display high musical skills and a strong commitment to our ensembles. This is an audition-based ensemble and requires a strong commitment from all members. **Students will be required to participate in multiple school functions, assemblies, and concerts that may include: evening concerns, community events, school assemblies, and music festivals.**

**String Orchestra:** This year long-long course is an introduction to orchestra. This beginning Orchestra class introduces students to basic playing techniques on the violin, music reading, and beginning music fundamentals. Previous experience is not required. **Students in this course will be required to participate in at least two performances throughout the year.**

**Art:** This year-long survey of the arts course aims for students to experience the process of making art in a variety of situations, express ideas through creation, become informed and reflective practitioners of the arts, and continue to understand how the arts play a role in developing and expressing both personal and cultural identities. Students will practice the creative process and participate in activities such as beginning art analysis, experimentation, planning, introduction to drawing, painting, and sculpture, technique development, and reflection. Depending on grade-level art mediums and materials will vary.

**Advanced Art:** (prerequisite: Art) This year-long course aims for students to experience the process of making art in a variety of situations, express ideas through creation, become informed and reflective practitioners of the arts, and continue to understand how the arts play a role in developing and expressing both personal and cultural identities. Students will practice the creative process and participate in activities such as art analysis, experimentation, ideation, art creation through drawing, painting, and sculpture, technique development, and reflection.

**Digital Art:** Students will be introduced to the basic elements and principles of design and cover different aspects of art and design. Students will use graphic design as a form of visual communication through the use of different images, colors, and typography. Throughout the course, students will learn to use Adobe Photoshop and Illustrator.

**Theater Arts:** Students will use various creative drama techniques to stimulate imagination, movement, and role-play with an emphasis on movement and stage presence. Students will focus on realistic acting, commanding audience attention, and developing a stage presence. They will understand and follow stage directions, and use proper techniques for body and voice control. Students will learn and discuss the basic elements of drama to better

understand and analyze characters and scripted material. Students will learn and use drama and theater vocabulary in class discussions and the activities will address the promotion and reinforcement of students' literacy skills. Students will exhibit and reinforce their skills through individual and group presentations, performances, and script and journal writing.

## **Other Electives**

**ASB (Associated Student Body):** Student leadership is a very rewarding experience that helps you become a leader for life. It's a chance to be involved in your school and to make a difference. Being a part of student leadership is an important job that requires a lot of time, effort, dedication, and responsibility. As a part of ASB you will help plan many school activities such as dances, assemblies, our annual talent show and haunted house. **Students will be required to apply to be in ASB. Before and after school events will be required.**

**PALs (Peer Assisted Leadership):** The mission of the PAL® Peer Assistance and Leadership program is to enable young people to use their potential to make a difference in their lives, schools and communities. PAL® courses use the potential of youth to make a difference in their lives, schools and communities. PAL® recognizes an innate capacity for social understanding, personal well-being, and community participation within every student. PAL® nurtures and builds capacities to help youth increase resiliency and build protective factors to help them achieve school and social successes which lead to a productive life. **Students will be required to apply to be in PALs. Before and after school events will be required.**

**Journalism:** Students will learn basic newspaper design concepts of format and layout and begin to develop skill in the use of Adobe Photoshop and In Design, which results in producing the school's quarterly newspaper. **Students will be required to apply to be in Journalism. Before and after school events may be required.**

**Yearbook:** Students will learn basic yearbook concepts of photography, image editing, layout design, page layout programs, writing, copy editing, infographics, and begin to develop skills in the use of Adobe Photoshop and In Design, which results in producing the school yearbook. Students will work in teams and will need to be able to work independently with little supervision and meet all deadlines. This class will require students to utilize all class time in order to stay on top of deadlines. **Students will be required to apply to be in Yearbook. Before and after school events may be required.**

**Video Production:** This course will allow students to develop professional skills in video, film and television (pre-production, production, and post-production). Fundamentals of video production, including the techniques and aesthetics of shooting, lighting and editing will be covered. Students will also utilize their video production skills in creating the morning announcements. **Students will be required to apply to be in Video Production. Before and after school events may be required.**

**Study Skills:** Students who need additional support in academic subjects can be enrolled in a Study Skills class.

## Before & After School Opportunities

**Before School (7:00-7:45am):** Morning Math, Breakfast Club (Cooking)

**After School Tutoring (3:02-4:02pm):** Math Tutoring, Homework Club, Math Mania

**After School Enrichment (3:02-4:02pm):** GSA Club, Cooking Club, Caring Cards, Voices, E-Sports, Board Game Club, Guitar Club, Dance Club, Health & Fitness

All students may attend before and after school programs. Some students will be assigned after school tutoring for additional support, with the approval of a parent or guardian.

## Intramural Sports - After School

IMS offers a variety of after school sports where we compete with other middle schools and junior high schools. We currently offer **football, volleyball, soccer, and basketball**. Students will practice after school during the season and get bussed to competitors' schools on game days.