Welcome to Middle School!

2016–17 MIDDLE SCHOOL
registration guide

Welcome to Middle School!

Eastern Carver County Schools
Exceptional, personalized learning
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Welcome to Middle School!

Dear Middle School parents and students,

Our students’ success is our primary objective. Our middle schools are committed to high expectations and academic excellence for students. The focus on personalized learning ensures that all students at all academic levels reach and exceed their potential. We accelerate student learning by pairing excellent teaching with the right technology. We prepare students for the road ahead.

This guide will provide you with an overview of what middle school is like — full of opportunity, challenge and growth. It includes contact information for our schools, our middle school philosophy, descriptions of our core, encore and elective classes and additional information to give you a sense of what takes place in our schools. Our focus is on your students — their learning, their development and their future. Please visit our schools anytime!

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PRINCIPAL

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PIONEER RIDGE MIDDLE SCHOOL
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Have a question? Contact our staff!

Middle school administrative teams ensure every student has the support needed to excel and thrive in middle school.

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Our Mission and Educational Philosophy

In our secondary schools, your student will find a caring community focused on achievement, guided by values and committed to equity and excellence for all.

Our middle schools provide a learning environment that nurtures the cognitive, physical, social and emotional needs of 6th, 7th and 8th graders. We create structures to best meet the needs of middle schoolers, including each student having a daily meeting with an advisor.

Our advisory program is designed to address the affective needs of young adolescents. The curriculum includes character education, academic skills for success, service learning, team building and post-secondary exploration. The advisory period gives students the opportunity to connect with their advisor and peers in a way that supports healthy development and academic success.

Staff members appreciate young adolescents for their energy, curiosity and idealism. They collaborate with parents and the community to provide a place where students can feel challenged and nourished, where they have the optimism that comes from multiple opportunities and the excitement that comes from exposure to new and personally meaningful experiences. Expectations for student growth in academic achievement and personal responsibility are high.
Adolescent Development

Knowing our learners guides our work

Adolescence is a distinctive developmental stage characterized by significant growth and change. Experts tell us that adolescence today starts earlier and lasts longer than in previous generations. Understanding the adolescent experience is foundational to creating and implementing a successful secondary education system. In developing our middle school program, we paid particular attention to the following areas:

Physical Development/Brain Development
Bodies and brains of adolescents grow and mature. They face coordination issues and restlessness. Their brains are refining and pruning some connections and strengthening others as their abilities to plan, reason, anticipate consequences, pay attention and make decisions continue to develop.

Emotional/Psychological Development
Adolescents are searching for their own independent, adult identity. They may be moody or restless; they are frequently self-conscious and highly sensitive to criticism. They are likely to believe that their experiences and feelings are unique.

Intellectual Development
Reasoning, understanding and the ability for abstract thought grow significantly. To make sense of the world, adolescents prefer real-life learning experiences in areas they find useful or interesting.

Social Development
Interest and capacity for more mature interaction with groups and individuals may not develop with the same speed as bodies and intellect. Adolescents need to belong; they test limits; they want to be like their peers.

Moral/Ethical Development
The ability to make principled choices grows in adolescence. This involves a transition from a focus on self to considering the rights and feelings of others. Idealism and a strong sense of fairness develop, along with a set of personal values. Shades of gray in moral issues may replace what has always appeared black and white. Understanding adolescent development and brain research supports our focus on relevance, choice, real-life experiences and positive relationships.
Preparing Students for the Future

*Personalized Learning*

In a traditional classroom model, a teacher lectures from the front of the classroom to students seated in rows of desks. The teacher delivers the knowledge and once lessons are delivered, students take a test to receive a grade. We are different.

**How is personalized learning different?**

In a personalized learning model, students actively seek knowledge and understanding with support from their teachers. They are not passive participants in lessons created by someone else. Teachers adapt to the needs in their classrooms, using district-wide academic standards as the foundation for what must be taught. This model puts students in control of their own learning, with direct assistance from teachers who know the content and how to teach it in different ways. Students have flexibility to learn in ways that suit them, and they develop 21st century skills like creativity, collaboration and communication.

Students are assessed continuously on their learning, but instead of the traditional lecture-then-test, teachers identify learning targets that must be mastered along with the necessary steps that students must complete to show they’ve mastered those targets. Students have the freedom to work through the learning targets at their own pace, and do not move on unless they demonstrate proficiency with a target. Teachers can easily see who needs more help and who needs additional challenge. They create lessons around the concepts that need additional explanation or reinforcement. Thanks to personalized learning, students know exactly what they’re expected to learn and have more freedom to learn in ways that work for them.

Personalized learning initiatives engage all students, including gifted and talented students, in environments that encourage them to become designers of their own learning in collaboration with teachers and personalized learning coaches. Personalized learning is more closely connected to real life, where each of us as individuals are responsible for learning the skills that we put to use in our lives, hobbies, service and work.
Developing 21st Century Students

A solid understanding of core subjects — reading, writing, math, social studies and science — is necessary, but no longer enough. In Eastern Carver County Schools we believe that 21st century learners start with a foundation of core academic subject knowledge, upon which they build 21st century skills — including communication, leadership, collaboration, critical thinking and problem solving, innovation/creativity, personal/life skills, technology/media literacy and citizenship.

Our students will face issues in our global society that will require 21st century skills and content knowledge. Addressing these issues requires students to be prepared for a diverse and rapidly changing society. Students will need to be able to communicate, function and create change at local, national and global levels. By preparing students with both core knowledge and critical 21st century skills, we prepare students today for the world of tomorrow.

Middle School leads to High School

A key part of middle school is to prepare students for high school, when organization, rigor and preparation for college and career become even more critical. All middle school math, science, language arts and social studies classes are designed with the goal of supporting the academic program of the high schools. Core, Encore and Elective classes will support the high schools’ four Interest Areas: Arts and Communication; Health Science and Human Services; Global Studies; Science Technology, Engineering and Math (STEM). Middle school is designed to support the special social-emotional needs of students in grades 6-8, while helping to build the maturity needed for success in high school.
GUIDANCE COUNSELORS
Middle school guidance counselors are professional educators with a mental health and academic perspective who understand and respond to the challenges presented by today’s diverse student population. As guidance counselors, they provide assistance to all students in the areas of academic, social/emotional support and crisis intervention. Guidance counselors spend time meeting with students individually, providing classroom guidance and career lessons, facilitating support groups and collaborating with parents and teachers to further student success. Do not hesitate to contact the guidance counselors at any time to discuss concerns or questions you have regarding your son/daughter or what the counseling program has to offer.

GIFTED SERVICES
Gifted Services at the middle schools support the intellectual, social and emotional needs of high-ability students as they stretch beyond grade level standards. Through exceptional, personalized learning, gifted students are given the opportunity to design and extend their learning, question different perspectives and embrace their future. Learners are encouraged to participate in academic enrichment and extracurricular opportunities. For further information, contact your school office or find Gifted Services on our web site (www.district112.org) under the Academics tab.

SPECIALIZED EDUCATION SERVICES
Eastern Carver County Schools are committed to providing an education that appropriately meets the needs of each student. For some students, supportive educational assistance is needed through special education services and related services. The Specialized Education department provides special education services that adhere to the federal regulations included within the Individuals with Disabilities Education Act (IDEA) and to the Minnesota State requirements. The need for these services is determined by the student's special education team. For further information regarding special education services, contact your school office, or find Specialized Education on our web site (www.district112.org) under the Academics tab.

ENGLISH LEARNER (EL)
Our middle school English Learner (EL) program provides opportunities for students to increase English language skills in reading, writing, speaking and listening with the goal of fluent academic and social language proficiency. Eligibility is dependent on recommendations for EL teachers, classroom teachers and parents; in addition to the ACCESS test (Assessing Comprehension and Communication in English State-to-State), Measures of Academic Progress (MAP), W-APT and/or the Minnesota Comprehensive Assessments (MCA) reading scores. Based on multiple criteria, students will be placed in either a pull-out class (stand-alone EL class) or a team-taught content area class.

TARGETED SERVICES
Targeted Services are available for students needing additional support. While the structure of the support may vary, the intent is to provide additional help to struggling students. This may include support during the school day or after school, possibly providing direct instruction of basic skills necessary for success.

Extra Support for Those Who Need It
Promoting Positive Behavior: P.R.I.D.E.
Eastern Carver County Schools’ Positive Behavior Intervention Support System

P.R.I.D.E. = Our students will be Prepared and Respectful while demonstrating Integrity, Dependability and Excellence.

What is PRIDE?
The exceptional approaches we use for teaching extend to our behavior support system. Known as “PRIDE,” this is a framework for achieving and ensuring the best possible behavior outcomes. PRIDE is not a curriculum, intervention, or practice—it is a decision-making framework that guides selection and integration of positive behavior choices and improves academic and behavior outcomes for all students.

What Does PRIDE Emphasize?
PRIDE emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable and (d) systems that efficiently and effectively support implementation of these practices.

PRIDE Rationale
★ Prevention
★ Define and teach positive social expectations
★ Acknowledge positive behavior
★ Arrange consistent consequences for problem behavior
★ On-going collection and use of data for decision-making
★ Continuum of intensive, individual interventions
★ Administrative leadership — team-based implementation (systems that support effective practices)
The Middle School Experience

So what is daily life like in our middle schools?

Trimesters
We follow a trimester system, similar to the elementary schools.

Core Classes
All students take core academic classes in the areas of Language Arts, Mathematics, Science and Social Studies.

Language Arts — Middle School Language Arts curriculum is focused on engaging students through diverse literature and thematic units to become proficient in the 21st century literacies of reading, writing, speaking, listening, researching and critical thinking. A variety of genres and writing styles are introduced to make each student’s learning experience unique and meaningful.

Mathematics — Middle School Math includes Pre-Algebra, Algebra 1, Geometry, and Algebra 2. Students are placed in classes based on test scores and successful course completion.

Science — Middle School Science includes Foundations of Physics and Chemistry (6th), Introduction to Biology (7th), and Earth and Space Science (8th) in which students will mirror the practices of professional scientists and engineers. Students will learn to ask questions and pursue answers through the scientific practices of developing and using models, creating and conducting experiments, analyzing and interpreting data and constructing explanations.

Social Studies — Middle School Social Studies will lead students through the history and geography of the state of Minnesota and the United States. Students will develop their inquiry and research skills, learn about primary source documents and think like a historian.

Advisory
The middle school schedule includes an eighth period advisory for important school initiatives such as the Positive Behavior Intervention System (PBIS) model; career/post-secondary planning; literacy; service learning; test preparation and assistance for students needing additional support. Ramp-Up to Readiness™ is our school-wide advisory program that features an engaging and interactive series of activities designed to help all students graduate from high school ready for postsecondary success. The Ramp-Up Outcomes are focused on five pillars of readiness: academic, admissions, career, financial and personal/social readiness.
Encore and Elective Classes

Encore classes are required electives at each grade level — for example, Introduction to Art, STEM and Nutrition and Child Development. These classes address important skills and knowledge in a range of areas. In addition to their encore classes, 7th and 8th graders are able to take some elective classes each trimester.

Additional encore and elective classes include art, business, computer technology, family and consumer science, music, personal wellness, technology education and world language. We do our best to honor all course requests; however, classes are subject to availability, enrollment and learner need. Elective courses may be cancelled if not enough students enroll. Elective choices increase in 7th and 8th grade.

★ World Language — Students have the option to take a full year of Spanish for high school credit. The high school credit course is rigorous and designed for students who want to continue with a second language throughout high school. World languages are a year-long commitment.

★ Music Offerings — There are multiple choirs, bands and orchestras as well as elective trimester courses that focus on music theory and exploration of different genres of music and instruments. Students may choose to take band, orchestra or choir every other day for a full year; these options are year-long commitments.

Media Center

The media center is the heart of the middle school, offering personalized learning experiences in technology, curriculum, pleasure reading and project development. The media specialist provides support and direction to students and staff across a spectrum of topics. From locating resources for research to analyzing the quality of information, students are given opportunities to practice skills and ask questions. The media center is a place for students to expand their learning beyond the school day and school walls.

Activities and Athletics

We offer a variety of athletics and activity options for middle school students through our Community Education department. Most programs take place after school and include sports/fitness, music, art, STEM, outdoor education and academic enrichment opportunities. There is also a shuttle bus available to transport students to another school if the activity they register for does not take place at their school.

Community Education catalogs promoting these programs are published three times a year (fall, winter/spring and spring/summer). Students can check with their school office for flyers about athletic and activity opportunities. Parents/guardians will find information in the district’s e-flyer service, Peachjar, at http://tiny.cc/peachjar.

To register or get more information visit the Community Education website at www.ce4all.org.
# Middle School Math Sequence

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<td><strong>Geometry</strong>&lt;br&gt;#3011HS</td>
<td><strong>Algebra 2</strong>&lt;br&gt;#3021HS</td>
<td><strong>Pre-Calc or FTS</strong></td>
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<td><strong>Geometry</strong>&lt;br&gt;#3011HS</td>
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Pacing is driven by the student as he or she completes course standards. Students will move through the sequence (grades 6-8) as they successfully complete course standards. Proper placement will be monitored and assessed throughout the year with the teacher, parents, administration and/or the Personalized Learning Coach.

**Pre-Algebra Placement**
- ★ Students who have successfully completed 5th and/or 6th grade Math standards will be placed in Pre-Algebra.
- ★ Pacing in Pre-Algebra will be based upon completion of standards. Learners may take 1-2 years to complete the course.

**Algebra Placement**
- ★ Students who have successfully completed Pre-Algebra will be placed in Algebra.

**Geometry Placement**
- ★ Students who have successfully completed Algebra 1 will be placed in Geometry. Geometry is 1.0 high school credit course. Grades and credits will appear on high school transcripts.

**Math is personalized. Students follow one of these pathways. They may also move between them in order to be challenged or to spend more time mastering concepts.**
Secondary Math Scope and Sequence

High School
Each student must meet the following math requirements in high school:

 Giant 1.0 credit Geometry (prerequisite is Algebra 1)
 Giant 1.0 credit Algebra 2 (prerequisite is Algebra 1)
 Giant 1.0 credit Functions, Trigonometry & Statistics,
 OR 1.0 credit Pre-calculus with Trigonometry

All students are encouraged to take math during their senior year. College admissions prefer that students have taken a math course all four years of their high school experience. Any math credits earned beyond the graduation requirement count as elective credits.

Learners new to the district may be required to take MAP tests if they do not have scores on file. An alternative standardized test can replace the MAP test.

* A minimum score of 3 is needed on the Advanced Placement exam to receive college credit.
## Daily Schedule

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Core Classes

LANGUAGE ARTS

6th, 7th and 8th Grade
The Language Arts curriculum is based on state standards and engages students in reading, writing, speaking, listening and critical thinking learning experiences that build each learner’s literacy skills.

Communication Arts
Students will be learning skills in media information literacy, technology, literacy strategies and life and organizational skills that will be applied in their core and encore courses. Some of these skills will include research strategies and quality products. The culminating activity will be the creation of a capstone project that will utilize the skills learned throughout the year in this course. This is a required course for all 6th graders. Students may receive it as part of their 6th grade language arts course or as a separate course.

Language Arts Acceleration
Opportunities for acceleration in Language Arts are available for some students. Language Arts accelerated curriculum is based on state standards and engages students in reading, writing, speaking, listening and critical thinking learning experiences that are above grade level. The rigor, depth and complexity of learning experiences are greater in this course.

Language Arts Supports
Supplementary supports are provided to improve academic reading and writing. These can include focused strategy instruction to support comprehension, vocabulary development, reading fluency, awareness of language patterns and thinking and writing in response to text.

MATH

Pre-Algebra
Students will progress through Power Standards that are a prerequisite for advancing into Algebra. Concepts are introduced to students in this course to reinforce and advance their algebraic skills as 21st Century Learners. Throughout the course these concepts are practiced, reviewed, and connected to real world situations.

Algebra 1
This class offers a steady progression through Power Standards to deliver content in a manageable way for understanding at every level. Concepts are introduced and developed in this course to reinforce and advance their algebraic skills as 21st Century Learners. Topics include solving linear equations and inequalities, graphing points and lines, finding slope and y-intercept, working with exponent rules, manipulating polynomials (including FOILing), factoring quadratics and working with the quadratic formula.

Geometry
Prerequisite: successful completion of Algebra I
Topics include understanding the basic concepts of a theorem, conditionals, basic constructions, supplementary and complementary angles, parallel lines and transversals, slopes of perpendicular and parallel lines, applications of right triangles, theorems of 30-60-90 and 45-45-90 triangles, right triangle trigonometry, SOHCAHTOA, properties of similar and congruent triangles, formal triangle proofs, simple and complex two- and three-dimensional figures, transformations of figures and scale drawings.

PLEASE NOTE: Geometry is a full-year high school level course. Upon course completion, the course, grade and credit are permanently placed on the student’s high school transcript, which means the grade is calculated into the student’s cumulative high school grade point average (GPA).
Algebra 2
Prerequisite: successful completion of Geometry
This course covers linear and quadratic equations, exponents, radicals and special functions such as logarithmic and polynomial. Students need a graphing calculator (TI-83+ or similar is required) for function graphing, data analysis, simulation and probability.

PLEASE NOTE: Algebra 2 is a full-year high school level course. Upon course completion, the course, grade and credit are permanently placed on the student’s high school transcript, which means the grade is calculated into the student’s cumulative high school grade point average (GPA).

Math Supports
Math Supports provides opportunities for students to work on basic math skills while also improving their problem-solving abilities. Students will have the opportunity to review concepts that are essential for building a high-quality mathematical foundation. Placement is based on the Measures of Academic Progress (MAP) and the Minnesota Comprehensive Assessments (MCA) test scores, in addition to teacher recommendation.

SCIENCE

Foundations of Physics and Chemistry
This course is a study of physical science including matter and its interactions, motion and stability (forces and interactions), energy, and waves. This course will focus on developing understanding of the scientific practices of developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical/computational thinking, and constructing scientific explanations for things that take place in the physical world.

Introduction to Biology
This course is an introduction to cell biology, genetics, evolution, classification, microbiology, ecology, and the human body. There is a strong emphasis on engineering, problem solving, research, experimental design and other skills to mirror the practices of professional biologists and engineers.

Earth and Space Science
Earth and Space Science is a study of geology, meteorology, astronomy, and hydrology (water systems). The course is organized around the concept that science is a body of knowledge as well as an investigative process. Science and engineering skills are emphasized to mirror the practices of engineers and scientists in the fields of earth and space research.

Science Acceleration
Opportunities for acceleration in Science are available for some students. Learning experiences will require greater depth of knowledge and complexity. Assignments will be more rigorous, and students will be expected to analyze what is read with depth and independence. Students in this course must be capable of performing well above grade level in science skills and be self-motivated.
SOCIAL STUDIES

US History
Students will be learning about United States history from the Civil War to the Cold War. Minnesota history, geography, primary source documents and the use of inquiry skills will all be embedded into the curriculum. Students will learn to think like a historian and learn about the events that impacted American and the state of Minnesota.

Civics
The focus of this course is to promote citizenship through a personal, local, and national lens. We are incorporating modern issues to keep students up to date on real life applications of government and economic issues. The citizenship focus allows students to apply each of the concepts to their lives, promoting a personalized learning environment through all aspects of the curriculum.

Modern Global Studies
Students in Modern Global Studies will explore the human and physical regions of the world using geographic information from a variety of sources. Students will analyze important trends in the modern world through inquiry, project based learning, and participation in civic discussion on modern issues. Students will analyze political, cultural, and economic influences that shape the contemporary world.

Social Studies Acceleration
Opportunities for acceleration in Social Studies are available for some students. Social Studies accelerated curriculum is based on state standards and engages students in reading, writing, speaking, listening and critical thinking learning experiences that are above grade level. The rigor, depth and complexity of learning experiences are greater.

Encore and Elective Classes
See page 11 for explanation of Encore and Elective.

ART

Introduction to Art
This class will focus on exposing students to multiple studio procedures and practices through several units related to various points of world history and culture. Projects will include a wide array of media and artistic techniques. The class will study modern world and Native North American cultures. The goal at the end of twelve weeks is for students to have a well-rounded and enriched art experience.

Animation and Commercial Arts
Have you ever wondered how computer animated movies are made? This class will introduce students to the basics of computer animation, stop action/still frame photography and various commercial art concepts. Projects may include computer animated character development, photographic computer rendering and still or stop frame animated short films. Skills in this class will be applicable to multi-media presentations used for other courses.

Drawing, Building and Learning
If you enjoy creating original works of art using multiple materials, this is a class that will interest you. Projects may include wood, wire, clay, drawing and painting. Students will explore both two-dimensional and three-dimensional art works and the artists who create them. At the end of twelve weeks students will gain a deeper understanding of studio practices.

Weird, Wacky and Way Out Art
Find out about many of the fun, crazy and famous artworks artists create and how art is made out of many different materials. This is a class for those students who can get into the “believe it or not” of the modern art world. Projects may include some of your own unusual art using clay, paint, drawing, paper mache, printmaking and collage.
COURSE DESCRIPTIONS

BUSINESS

Business Blast  ELECTIVE
Ever watch Shark Tank? How about The Apprentice? Business Blast will provide a sampling of the skills needed to be successful in the business world. Group work, role playing, watch & do, case studies and “stepping outside your comfort zone” are some of the methods used to engage students in the hands-on activities developed for Business Blast. This grab bag of mini topics may include: the marketing mix, personal banking, “soft skills are hard to master,” Excel accounting, and the creation of a mini-business plan using the skills and knowledge learned throughout Business Blast. Selected activities may be dependent upon the availability of speaker resources.

COMPUTER TECHNOLOGY

Multimedia and Technology  ELECTIVE
Eager to make your own movie? Create a game using your programming skills? Students will create video projects using a variety of different applications. In the digital video projects, students will storyboard, script, film and edit video using their own originality. In part two, students will create virtual worlds and games using different programming applications. Opportunities will be personalized based on prior multimedia experience.

Social Media  ELECTIVE
Students will examine the world of social media. We will look at today’s most popular platforms from Facebook, Twitter and Instagram to Tumblr, Snapchat and Vine to identify how social media impacts the way students communicate, enhances the way we learn and may change the way we feel about ourselves. Further discussion will dissect how social media affects relationships with their middle school peers and how much influence the digital world has on their lives. What does your digital footprint look like? Is it going to leave a positive impression of who you are? Is it going to give an impression that you may regret in the future? Students will learn strategies to help them navigate safely in this ever-changing digital world. Finally, students will investigate their own technology devices and will research educational and real-time applications and share their discoveries with the class.

Tech Tools  ENCORE
Students will become more proficient and confident in their use of and management of technology as a tool. One project will utilize all Google Applications and extend some of those skills to apply them in Excel spreadsheets. Students will create multimedia presentations using a variety of programs and applications both online and off, including Movie Maker, Audacity, and Power Point. Students will engage in problem solving while using programming skills (HTML) to create their own website.

Using Information Technology  ENCORE
Students will become more proficient in their keyboarding skills by participating in a keyboarding program. Students will develop word processing skills as they work on Microsoft Word tools and Google applications. Students will use a variety of programs to create digital projects. Some of these projects will include Audacity, Paint or Gimp, online photo editing sites and PowerPoint. Students will become familiar with common Web 2.0/3.0 tools as they gather and evaluate information as it pertains to online safety and ethical issues.

Introduction to Computer Science 1 (ICS1)  ENCORE
The goal of ICS 1 is to excite students about programming and build students’ ability to break apart a problem and persistently build solutions in small steps. Student creativity, collaboration, and an iterative design process are emphasized. Students work with MIT App Inventor to create basic apps that rely on the concepts of event-driven programming, branching and iteration, variables, and abstraction — the building blocks of creating with code.

Introduction to Computer Science 2 (ICS2)  ENCORE
In ICS2, students explore the new opportunities for creativity and collaboration related to data. The lessons focus on crowdsourcing and simulation as sources of data. Students build on previous experiences creating apps with MIT App Inventor. They modify apps to exchange data over the Web, culminating the first lesson of the unit by creating a crowdsourcing app. Ethical and
safe behavior on the Internet is developed alongside an exploration of cybersecurity concepts. Also, text-based programming is introduced with Python.® Students simulate a game, generating data and transforming data. In the culminating problem of the lesson, students create an algorithm to play rock-paper-scissors and compete in a tournament. The competition motivates students to design an algorithm that can analyze data about the opponent’s behavior. This course will be taught in the 2017-18 school year.

FACS – FAMILY AND CONSUMER SCIENCE

6th Grade – Nutrition and Child Development  **ENCORE**
Nutritious foods CAN taste great! You will have many opportunities to experience food labs and experiment with new and tasty foods that are healthy too. You will also be exploring the world of child development where you will learn how to safely care for young children. This all will take you back to your childhood days!

7th Grade – Snack Shop  **ELECTIVE**
Are you a snack food lover? Would you like to compete in a “Cupcake War” competition? Then this is the class for you! In addition, you and a business team will have the opportunity to create the ultimate business plan and operate a snack shop for invited customers. Smoothies anyone?

8th Grade – Edible Experiments  **ELECTIVE**
Food experiments that you can eat! The kitchen becomes a laboratory. Join us as we uncover the truth about good and bad bacteria in the lab and the chemistry of foods we eat every day. In addition to studying food science, we will be exploring foods of different cultures. You will learn about the culture, origins of food and conduct experiments using foods of that region.

8th Grade – Global Foods  **ELECTIVE**
Pack your bags and take a trip with us around the world. We will focus on four major cuisines and cultures of the world and how they affect our culture and foods eaten today. Cultural food labs and demonstrations will be performed, taking your taste buds to a new level.

MUSIC

Band 6  **ELECTIVE**
Prerequisite: Students who already play an instrument and have participated in 5th grade band. Let’s make music! In addition to our large group rehearsals, students receive a weekly group lesson. A wide range of music will be performed, from classical to popular. A variety of performance opportunities exist and concert attendance is required. You will learn the fun of making great music with your friends! This course is a year-long commitment and does not allow for schedule changes.

Choir 6  **ELECTIVE**
Let your voice be heard! Mixed Six is perfect for any sixth grade boy or girl who likes to sing, wants more musical smarts and enjoys making music with friends old and new. You’ll be learning many different kinds of tunes in Mixed Six. Expect to be involved in three required evening concerts during the school year to learn lots and have fun! This course is a year-long commitment and does not allow for schedule changes.

Orchestra 6  **ELECTIVE**
Orchestra gives students the opportunity to play violin, viola, cello and bass in both small and large groups. 6th graders with or without prior experience with the above-mentioned instruments may register for 6th grade orchestra. We meet on an every other day basis for rehearsal and also have small group lessons. Students have the opportunity to develop musical skills individually as well as work in an ensemble. There are a variety of performance opportunities for the orchestra, including three concerts. There will also be an instrument display night in September for parents to rent or purchase an instrument and other necessary materials. Orchestra is a year-long course commitment and does not allow for schedule changes.
Band 7  **ELECTIVE**
Prerequisite: Students who already play an instrument and have participated in Band 6. In addition to our large group rehearsals, students receive a weekly group lesson. A wide range of music will be performed, from classical to popular. A variety of performance opportunities exist and concert attendance is required. You will continue to enjoy the fun of making great music with your peers. This course is a year-long commitment and does not allow for schedule changes.

Boys Choir 7/8  **ELECTIVE**
If you’re a team player and like to have more fun than should be allowed, then join this all-boys choir for 7th and 8th graders. Being in the Boys Choir for 7th and 8th grade means you will increase your musical skills, improve your singing, get smart about your voice, and look good doing it! It doesn’t matter if your voice is changed, unchanged or somewhere in-between; as long as you are willing to try, you belong. Expect to be involved in three required evening concerts throughout the school year, to learn tons and have some serious fun! Choir is a year-long course commitment and does not allow for schedule changes.

Girls Choir 7 – Bellissima  **ELECTIVE**
It’s your time to shine! This girls-only choir performs music that is beautiful, sensitive, light-hearted, serious and sometimes sophisticated — just like you! Bellissima (Italian for ‘beautiful’) is for any girl who likes to sing; wants to focus on and improve her technique, skills and musical knowledge; and enjoys making music with friends. Expect to be involved in three required evening concerts throughout the school year, to learn tons, and have fun! Choir is a year-long course commitment and does not allow for schedule changes.

Orchestra 7 and 8  **ELECTIVE**
Prerequisite: Students with one year prior experience in or outside the school orchestra program. Orchestra gives students the opportunity to play violin, viola, cello and bass in both small and large groups. We meet on an every other day basis for rehearsal and also have small group lessons. Students have the opportunity to develop musical skills individually as well as work in an ensemble. There are a variety of performance opportunities for the orchestra, including three concerts. There will also be an instrument display night in September for parents to rent or purchase an instrument and other necessary materials. Orchestra is a year-long course commitment and does not allow for schedule changes.

Band 8  **ELECTIVE**
Prerequisite: Students who already play an instrument and have participated in Band 7. 8th grade band gives students an opportunity to learn music through a variety of activities. These activities include playing in a concert band, smaller chamber groups and optional extra-curricular groups such as jazz ensemble. Individuals will learn musical characteristics such as tone production, blending and working with others, pitches and rhythms, intonation and listening. Students also receive more individualized instruction through small group lessons. This instruction includes composition, improvisation, music theory and music history. The band performs three required concerts. You will improve your musicianship and continue to enjoy the fun of making great music with your peers. Band is a year-long commitment and does not allow for schedule changes.

Girls’ Choir 8 – Bellissima  **ELECTIVE**
It’s your time to shine! This girls-only choir performs music that is beautiful, sensitive, light hearted, serious and sometimes sophisticated — just like you! Bellissima (Italian for ‘beautiful’) is for any girl who likes to sing; wants to focus on and improve her technique, skills and musical knowledge; and enjoys making music with friends. Expect to be involved in three required evening concerts throughout the school year, to learn tons and to have fun! Choir is a year-long commitment and does not allow for schedule changes.

Music and the Image: Production Studio  **ELECTIVE**
This course will combine the interest areas of video production with music production. In the course of completing various collaborative projects, students will produce original music digitally and traditionally while other students will shoot and edit original footage. Students will then combine their talents into single projects wholly created by them. Some of these projects might include a music video, an advertisement, a jingle, mash-ups and a final biggish project.
COURSE DESCRIPTIONS

The Beat Goes On  **ELECTIVE**
Explore music through space and time — from Medieval to Modern! Your journey will include a visit with the old school and new school music of Europe, from Beethoven to the Beatles, and will travel to America’s first music and beyond. Learn about Classical, Jazz, Blues, Rock & Roll, Hip Hop/Rap and more. You might even learn to play the guitar or write your own song and lyrics! And yes, today’s music does connect with the past — find out how!

Wide World of Music  **ELECTIVE**
Music around the world, music around the country; find out what, how and why all kinds of people create all kinds of music! Your musical passport may include: China, Australia, countries of West Africa, Egypt, Italy, Brazil and Mexico. You might learn how to play the djembe (from Ghana) or the guitar or piano, taste food from the countries we visit and meet the people that make the music. You might even get to create your own instrument, create your own music using technology such as Garage Band or Finale.

PERSONAL WELLNESS

6th, 7th and 8th Grade  **ENCORE**
Students will have the opportunity to participate in physical activity in a variety of settings including individual and team sports, cooperative games and fitness-based activities. Every effort will be made to help each student recognize significant gains in their overall fitness level as they learn sportsmanship, improve self-esteem and have fun engaging in physical activity. In addition, students will engage in health-related curriculum including bullying, decision making, goal setting, first aid, adolescent changes and chemical awareness.

Fitness for Life  **ELECTIVE**
Fitness for Life is an activity-based course that will allow students to engage in a wide array of topics related to health, physical fitness and the development of a high quality lifestyle. Topics can vary based on facilities but may include: Aerobics, Archery, Strength Training, Kickboxing, Kettlebell, Tabata, Pilates, Yoga, Basic Nutrition and Cardiovascular Training. Students will learn how being physically active affects personal health. Students will learn how to self-assess their fitness levels and eventually create a personal fitness plan for their future. Using some of the latest technology and research, students will develop a basic understanding of the biomechanics of movement and its effect on performance of the human body.

Health  **ENCORE**
Students will take one trimester of health. The topics in this course will include: Chemical Awareness, First Aid and Cardiopulmonary Resuscitation (CPR), Stress/Wellness, Healthy Relationships/Abstinence, Sexually-Transmitted Infections, Sexual Harassment, Body Image, Tolerance and Diversity, Decision Making and Current Health Issues. The curriculum is age appropriate, designed to meet the needs of middle level students and focuses on real life application.

Lifetime Recreation Activities  **ELECTIVE**
Lifetime Recreation is designed for the individual that seeks participation in activities that emphasize moderate physical activity and social interaction. Topics can vary based on facilities but may include: Team Building and Leadership Concepts, Aquatic Fitness, Scuba Diving, Snorkeling, Cross Country Skiing, Snowshoeing, Ice Skating, Tennis, Badminton, Pickle Ball, Frisbee Golf, Golf, Fitness Training and Archery.
COURSE DESCRIPTIONS

TECHNOLOGY EDUCATION

Automation and Robotics  ELECTIVE
This course provides students the opportunity to understand and apply robotic systems and the effect they have on our lives. Learners will experience how a robot receives information through various sources. They will use VEX® components to create mechanical systems and determine their purpose and real-world use. Learners will use sensors, solar cells, fuel cells, and pneumatic components to build, model, and test solutions to automated problems.

Project Lead the Way  ENCORE
This class combines two of the Project Lead the Way courses: Design and Modeling and Science of Technology. The Design and Modeling unit uses solid modeling to introduce learners to the design process. Utilizing this design approach, learners understand how solid modeling has influenced their lives. Learners also learn sketching techniques, and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, learners create models and documentation to solve problems. The Science of Technology unit traces how science has affected technology throughout history. Learners learn about the mechanics of motion, the conversion of energy, and the use of science to improve communication.

STEM  ENCORE
As a sixth grader, students are required to participate in an engineering technology experience. The foundation of this course is STEM (Science, Technology, Engineering, and Mathematics) based. This opportunity provides all students with a highly motivating, activity-based overview of Engineering technology, including technological resources, processes, applications and their impacts on society and the environment. To accomplish these goals units in communications, production, power/energy, and transportation have been developed.

Transportation Technology  ELECTIVE
What would our world be like without transportation? This course provides learners the opportunity to explore several areas of transportation technologies. These technologies include projects that apply to land, water, flight and space. Learners will study design criteria and use problem solving techniques to complete projects in each of these areas. Some projects may include balloon cars, solar vehicles, gliders, rockets, hot air balloons and boat hull designs. Learners will use several types of hand tools and machines to complete projects.

WORLD LANGUAGE

REGISTRATION TIPS, REMINDERS and CONSIDERATIONS
★ To receive a diploma from Eastern Carver County Schools, a student must earn 2.0 credits of a world language (through Level 2 of a second language).
★ Two full years of any world language offered fulfills the 2.0 credit world language requirement.
★ A student who starts a world language in middle school would be able to take 5+ years of that language through high school or could study multiple languages.
★ 4-year college admission: Level 2 of a single world language (2.0 credits) is a minimum admission requirement and level 3 may be strongly recommended (students should consult their guidance counselor regarding the acceptance of American Sign Language for college admission).
★ World Languages are a full-year high school level course. Upon course completion, the course, grade and credit are permanently placed on the student’s high school transcript, which means the grade is calculated into the student’s cumulative high school grade point average (GPA).
COURSE DESCRIPTIONS

WHICH LANGUAGE?
World languages offered in Eastern Carver County high schools include:

★ American Sign Language
★ Chinese
★ French
★ German
★ Spanish

Considerations for choosing a language include student interest, career plans, cultural awareness, cultural heritage and world travel.

WHY STUDY SPANISH?
Spanish language skills can open the door to a variety of cultures and countries where over 250 million people speak the language. Spanish is used throughout the world in places like Spain, Mexico, Central and South America and the Caribbean. Recent U.S. Census Bureau studies have found that the Latino-American population is growing three times faster than the American population overall, with over 25 million Latinos in the United States. There are over 250,000 people of Latino origin right here in Minnesota. Spoken worldwide, Spanish provides global opportunities for employment with multi-national corporations and professional career advancement. The Spanish language also offers a rich and diverse heritage in literature, art, music, film and the culinary arts.

Level 1 Spanish  ELECTIVE
Level 1 Spanish is a year-long introductory course in which students learn about the chosen language and its culture. In this class, students will learn basic vocabulary and grammar. Students will learn to read, listen, write and speak in Spanish. Upon completion of this course, students should be able to create and comprehend simple written and spoken language. Level 1 course instruction is conducted substantially in Spanish and students will be expected to use it. Language use will increase as the course progresses. Students with previous language experience (Native speakers, immersion students, heritage speakers, private/parochial students) considering this course should consult with a counselor to arrange a placement exam.

Level 2 Spanish  ELECTIVE
Prerequisite: Level 1 Spanish
Level 2 Spanish is a year-long course in which students continue to learn about the Spanish language and its culture. Building on vocabulary and grammar learned in Level 1, students will increase proficiency in reading, listening, writing and speaking in Spanish. Upon completion of this course, students should be able to understand and communicate in written and spoken Spanish with increased fluency. Level 2 course instruction is conducted substantially in Spanish and students will be expected to use it. Language use will increase as the course progresses. Students with previous language experience (Native speakers, immersion students, heritage speakers, private/parochial students) considering this course should consult with a counselor to arrange a placement exam.

Level 3 Spanish  ELECTIVE
Prerequisite: Levels 1 and 2 Spanish
Level 3 Spanish is a year-long course in which students work to further internalize the language and understand its culture, building mastery on previously learned material. We will begin working with the more advanced elements of the Spanish language to create and interpret complex expressions of thought in both written and spoken language. We will concentrate heavily on developing and strengthening reading and writing skills. Level 3 course instruction is conducted almost exclusively in Spanish and students will be expected to use it. Language use will increase as the course progresses. Students with previous language experience (Native speakers, immersion students, heritage speakers, private/parochial students) considering this course should consult with a counselor to arrange a placement exam.
Get Involved

Please visit www.ce4all.org to see a full list of available programs.

MUSIC
Mariachi/Latin Band
Country/Bluegrass Ensemble
Jazz Band
Garage Band
Hip Hop Electronica
Marching Band
School of Rock
Honor Band
Choir
Private Music lessons

FALL SPORTS
Cross Country Running
Dance Team
Fencing Team
Golf
Soccer
Tennis
Volleyball
Wrestling
Flag Football

WINTER SPORTS
Archery
Broomball
Indoor Soccer
Racket Sports—Pickleball
Fencing Team
Kung Fu
Zumba
Ski/Snowboard

SPRING SPORTS
Track & Field
Tennis
Fencing Team

STEM
Computer Coding
Robotics
Science

OTHER
LaCrosse (Summer)
Ballet
Outdoor Education Opportunities
Middle School Musical
Art Clubs
Chess Clubs
Intro to Code Writing
Web Design
Clay Classes
Math by Mail
First Tech Challenge
Destination Imagination
Language Classes (Spanish)

Middle school activities and athletics are managed through Community Education.
### GRADE 6 – Sample Schedule

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
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<tbody>
<tr>
<td>1</td>
<td>Language Arts</td>
<td>Language Arts</td>
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<tr>
<td>2</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
</tr>
<tr>
<td>3</td>
<td>Physics and Chemistry</td>
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<tr>
<td>4</td>
<td>US History</td>
<td>US History</td>
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</tr>
<tr>
<td>5</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>6</td>
<td><strong>ENCORE</strong> Nutrition &amp; Child Development</td>
<td><strong>ENCORE</strong> STEM</td>
<td><strong>ENCORE</strong> Using Information Tech</td>
</tr>
<tr>
<td>7</td>
<td>Personal Wellness and/or Performing Arts</td>
<td>Personal Wellness and/or Performing Arts</td>
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<tr>
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### GRADE 7 – Sample Schedule

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<th>TRIMESTER 3</th>
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<tr>
<td>1</td>
<td>Language Arts</td>
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<tr>
<td>2</td>
<td>Math</td>
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<td>3</td>
<td>Introduction to Biology</td>
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<td>4</td>
<td>Civics</td>
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<tr>
<td>5</td>
<td><strong>ENCORE</strong> Intro to Art</td>
<td><strong>ENCORE</strong> Project Lead the Way</td>
<td><strong>ENCORE</strong> Tech Tools</td>
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<tr>
<td>6</td>
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<tr>
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<tr>
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### GRADE 8 – Sample Schedule

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<tr>
<td>2</td>
<td>Math</td>
<td>Math</td>
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<tr>
<td>3</td>
<td>Earth and Space Science</td>
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<td>4</td>
<td>Modern Global Studies</td>
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<tr>
<td>5</td>
<td><strong>ENCORE</strong> Animation and Commercial Arts</td>
<td><strong>ENCORE</strong> Health</td>
<td>Elective</td>
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<tr>
<td>6</td>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td>7</td>
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<tr>
<td>Advisory</td>
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Twitter @ISD112

District Food Service
952-556-6150

Transportation Department
952-556-6160

Positive Connections Bus Company
952-361-0899

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