

# Hazel Park Academy Middle School

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# Hazel Park Academy Middle School

## Mission, Vision & Collective Commitments

The HPA staff collectively established HPA's mission, vision and collective commitments to best support the continued success and growth of HPA's learning community.

These statements are posted in classrooms and around the building reminding us of how we strive to carry-out business at HPA.

### Mission Statement

This mission statement identifies why we exist at HPA

Hazel Park Middle School Academy will provide students with a safe environment committed to challenging our learning community, enhancing its academic, creative, and personal potential, and ensuring life long learning.

### Vision

Our vision is a statement of what must we become in order to accomplish our fundamental purpose at HPA

Hazel Park Middle School Academy demonstrates a commitment to honor, pride and academics by. . .

- **developing** our students through sustaining a positive building climate.
- **valuing** our individual and cultural diversity.
- **building** relationships among students and staff that support a clear academic focus.
- **working** collaboratively, united by collective commitments, to develop instructional strategies and assessment methods that align with high academic standards.
- **fostering** our students' sense of self and personal responsibility so they leave HPA valuing education and the relationships they have formed.
- **strengthening** our relationships with the local and global community.

### Collective Commitments

These commitments communicate how we, the staff, behave to create the school that will achieve our purpose

**We will** purposefully engage in positive relationships with one another.

**We will** model the behaviors we aspire our students to exhibit.

**We will** collaborate with colleagues to gain shared knowledge.

**We will** develop common rigorous instructional strategies and regularly assess their effectiveness.

**We will** implement DL lessons and utilize POL in our learning.

**We will** use Kronenberg's behavior management model.

**We will** be prepared for our students and each other.

**We will** conduct an annual reflection and/or assessment of our progress

## Student Uniform Policy



### Shirts:

- Shirts are to be solid white, collared, polo-style.
- Shirts can be purchased through Hazel Park or meet the guidelines and match the photo above.
  - Short or long sleeves are acceptable
  - Shirts must be long enough to be worn tucked in at all times.

### Sweat shirts & Sweaters:

- Solid-colored white, navy, or black sweaters or sweatshirts may be worn over the white collared shirt.
- Sweaters and sweatshirts with hoods are NOT acceptable.
- Sweaters and sweatshirts that are not being worn must be stored in a locker.

### Pants, etc.:

- Navy or black pants or shorts. Acceptable materials are cotton-polyester blends, corduroys, Dockers, Cargo pants, Chinos or Dickies.
- Denim, stretch denim, sweat/stretch pants, drawstring pants and nylon/wind pants are NOT acceptable.
- Navy or black skirts, skorts, or jumpers no shorter than mid-thigh high.

### Accessories:

Accessories will be school appropriate, i.e. discrete and non-disruptive to the classroom environment. This means no headwear (ex. Hats or bandanas), medallion necklaces, rosaries, or key lanyards.

### **ALL CLOTHING MUST BE WORN APPROPRIATELY FOR SCHOOL.**

Example: Appropriately sized for student, shirts tucked in, collars showing, and pants worn at waist.

**Students out of uniform will call home for proper uniform,  
or be dismissed from school for that day.**



## HPA Student Activities

Badminton • Baseball •  
Boy's Basketball • Band Concerts • Girl's Basketball •  
Destination Imagination • Flag Football • Lego League •  
Math Team • Boy's Soccer • Girl's Soccer  
• Softball • Student Council • Theater • Track & Field  
• Volleyball • Wrestling • Yearbook • and more!

## HPA Hornet Students of Quality Program

We are very proud of the students at HPA! Our students are working hard to achieve at a high level, and to meet our rigorous standards and expectations. This is the basis of HPA's STUDENT OF QUALITY program. This program aims to honor our outstanding students in the areas of: achievement, attitude and attendance.

Students of Quality are recognized through:

- Breakfast celebration with students, families and staff each trimester
- Letter home to parent/guardian & Certificate of Recognition
- Student of Quality I.D. Card (Gets them to the front of the lunch lines.)
- HPA T-shirt (They may wear it on Fridays with uniform pants!)
- Name and picture posted at school
- Students identified on the HPA morning news show and in the school newsletter
- Pizza lunch and an afternoon project helping the community

## Website

For current HPA news and additional information see our website at:

<http://hazel.spps.org>





# Course Selection Information

## For students in Grade 7, 2009-10

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Students attending Hazel Park have six courses each day for the 2009 - 2010 school year. Four required year-long classes, and up to six one-trimester elective classes.

### Required (Core) Classes

All students take English, Math, Science and Social Studies for the entire year. We offer levels in each of these subject areas so that students are best matched with their skill levels. The student's standardized test scores, their current teacher's recommendations, and your parent's input will determine these placements.

### English 7

- **English 7** – This course is designed to challenge and inspire students. It focuses on writing and literature that makes students think about “American Identity and My Identity.” Students write memoirs, read and study the parts of a short story, write and analyze poetry, and read novels to further understand their identity in America. To be successful, students need to be motivated, think critically, and become independent learners. They are responsible for completing quality work in course and at home.
- **English 7 AP/IB Prep** - The Pre-Advanced Placement (AP) Program bridges the transition from middle school to high school AP/IB programs by offering students an opportunity to develop their academic strengths through rigorous curricula. Hazel Park Pre-AP courses are for those students who possess a strong work ethic and have the analytical thinking and writing skills necessary for success in the senior high school AP/IB programs. (Students must have an English score of 80% or above on the MCAII Test and/or receive a recommendation from their current teacher)

### Math 7

- **Pre-Algebra 7** – This course uses Holt Mathematics: Course 3, to instruct students following the seventh grade Minnesota State Mathematics Standards. Students study topics, including: number sense, beginning Algebra skills, Geometry, and data analysis and probability. This course prepares students for topics covered in Algebra.
- **Algebra 1** – This Algebra course covers the first half of the Holt Algebra 1 textbook in one school year. It is a slower paced course designed to emphasize Equations and Graphing.
- **Algebra 1 AP/IB Prep** – This Algebra course completes the entire Holt Algebra 1 textbook in one school year. This is a rigorous curriculum that aligns with the eighth grade Minnesota State Standards. Students study topics in: number sense, Algebra (primary focus), Geometry, data analysis and probability. Successful completion of this course allows students to take Geometry in grade 8. (Students must have a math score of 80% or above on the MCA II Test and/or also a recommendation from their current teacher)

## Science 7

- **Life Science 7** - Life Science is designed to introduce students to the main topics in life science. It is an activity-centered science course in which students explore topics in life science through lectures, laboratory investigations and projects. This course begins to prepare students for high school biology and beyond.
- **Life Science 7 AP/IB Prep** – This is an advanced Life and Earth Science course. It covers the required Life Science topics as well as climate and the weather. It is designed to be a fast paced, activity-centered course in which students explore topics in science through lectures, laboratory investigations, and projects. This course begins to prepare students for advanced high school science and beyond. (Requirements: Pre-Algebra or Algebra 1 AP/IB Prep).

## Social Studies 7

- **American History 7** – in this course student learn about American History from 1860 to present day. The course covers social, political, and economic issues that affected Americans and the world.
- **American History 7 AP/IB Prep** - The Pre-Advanced Placement (AP) Program bridges the transition from middle school to high school AP/IB programs by offering students an opportunity to develop their academic strengths through rigorous curricula. Hazel Park Pre-AP/IB courses are for those students who possess a strong work ethic and have the analytical thinking and writing skills necessary for success in the senior high AP/IB programs. (Students must have an English score of 80% or above on the MCAII Test and/or receive a recommendation from their current teacher).

\* New students take English and Math placement tests to determine his/her best course level. English is tied in with social studies and math is tied in with science placement.



# Course Selection Information

## For students in Grade 8, 2009-10

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Students attending Hazel Park have six courses each day for the 2009 - 2010 school year. Four required year-long courses, and up to six one-trimester elective courses.

### Required (Core) Courses:

All students take English, Math, Science and Social Studies for the entire year. We offer levels in each of these subject areas so that students are best matched with their skill levels. The student's standardized test scores, their current teacher's recommendations, and parent's input help to determine these placements.

#### English 8

- **English 8** – This course is designed to challenge and inspire students. It focuses on writing and literature that makes students think about “Power in our World.” Students read short stories and works of nonfiction to understand purpose and theme, read novels like *Night* to better understand the world around them, and write various essays, poems, and stories to express themselves and their place in the world. To be successful, students need to be motivated, think critically, and become independent learners. They are responsible for completing quality work in course and at home.
- **English 8 Pre AP/IB Prep** - The Pre-Advanced Placement (AP) Program bridges the transition from middle school to high school AP/IB programs by offering students an opportunity to develop their academic strengths through rigorous curricula. Hazel Park Pre-AP courses are for those students who possess a strong work ethic and have the analytical thinking and writing skills necessary for success in the senior high school AP/IB programs. (Students must have a English score of 80% or above on the MCA II Test and/or receive a recommendation from their current teacher)

#### Math 8

- **Algebra 1** – This Algebra course covers the first half of the Holt Algebra 1 textbook in one school year. It is a slower paced course designed to emphasize Equations and Graphing.
- **Algebra 1 AP/IB Prep** – This Algebra course completes the entire Holt Algebra 1 textbook in one school year. This is a rigorous curriculum that aligns with the eighth grade Minnesota State Standards. Students study topics in Number Sense, Algebra (primary focus), Geometry, and Data Analysis & Probability. ( Requirement: Grade of A or B in Pre-Algebra)

## Math 8 continued

- **Geometry AP/IB Prep** – The Geometry curriculum uses Holt Geometry to rigorously instruct students in alignment with the Minnesota State High School Mathematics Standards. Topics of study include Geometry, Measurement, and Data Analysis & Probability. (Requirement: Grade of A or B in Algebra 1 AP/IB Prep).

## Science 8

- **Earth Science 8** – This course introduces the basic earth science concepts through inquiry labs, models, and hands-on activities. The topics covered are: geology, meteorology and astronomy along with the history and nature of science. Students develop skills of scientific inquiry and laboratory investigations. Earth Science 8 meets the earth and space science requirements for middle school and prepares students for 9<sup>th</sup> grade high school science courses.
- **Earth Science 8 AP/IB Prep** – This is a comprehensive earth and space science course which integrates basic high school physics and planetary motion concepts with an emphasis on astronomy and geology along with the history and nature of science. It introduces basic science concepts and skills through science inquiry, laboratory investigations, and scientific models. This course is designed for students with a strong interest in science, who desire a more in-depth science experience. Challenge Science 8 prepares students for Pre AP/IB biology or Pre AP/IB Chemistry. (Math Requirements: Algebra 1 AP/IB Prep or Geometry)

## Social Studies 8

- **World Geography 8** – In this course the students learn about the locations of places and physical geography. The students also learn how humans of various cultures have an impact on the environment, as well as human population and settlement patterns.
- **World Geography 8 AP/IB Prep**– The Pre-Advanced placement (AP) Program bridges the transition from middle school to high school AP/IB programs by offering students an opportunity to develop their academic strengths through rigorous curricula. Hazel Park Pre-AP courses are designed for students who have a strong work ethic and the analytical thinking and writing skills necessary for success in senior high AP/IB programs. (Students must have an English score of 80% or above on the MCAII Test and/or receive a recommendation from their current teacher).



# Course Selection Information

## For students in Grade 8, 2009-10

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### Elective Courses: -

Elective courses allow students to be exposed to a variety of courses while in middle school, we strongly encourage each student to take at least one course from each of the main subject areas listed below. Most elective courses meet for 1 trimester. However the band courses meet for 2 trimesters with the option of making it a year long course. Students often have a total of 6 trimesters worth of elective courses each year. Please select 8 trimesters worth of courses - two courses as alternates.

\*\*\* Please note that all HPA elective courses are listed below. A number of elective courses are offered on a two-year rotating basis, giving students more opportunity for a variety of elective course choices. Course offerings are subject to change.

### Humanities (1 trimester in length)

- English elective. (To be determined)

### Art (1 trimester in length)

- **Art 1** – This course focuses on the Elements of Art (Line, Shape, Texture/Pattern, Color) and the Principals of Design (Repetition, Contrast, Balance). Students also use vocabulary to describe what they see in a work of art and be able to recognize elements of Style, such as Abstract, Impressionism, Classical, and Cubism. Students create art in a variety of contexts using different media. They learn how to use criteria to evaluate their own works as well as others. They are given many creative problems to solve which enhances their ability to think imaginatively.
- **Art 2** – This course is formulated for students who want to expand on their knowledge and use of the elements and principles of design. This class focuses on a deeper understanding of the process of critiquing and presentation of artwork. Students will be expand on the skills need to become better studio artists, a well as art historians. This course will include the contributions of Minnesota American Indian tribes and communities. By choosing this course students are making a commitment to expand on concepts and skills already learned in Art 1.
- **American Indian Art/Music**- Native American languages do not contain words for art, never the less Indigenous people have been producing compelling objects and performances for thousands of years. This class will focus on the Minnesota tribes, their art and artifacts and historical journey. We will study the history and symbolism behind their works of art and everyday objects. Students will get hands on art experience to interpret native art and produce art work using native symbolism. We will focus on the the Ojibwa tribe of Midwest and their relationship the four elements of the earth. Students will be introduced to Ojibwa art, music and literature.

## Music

- **Percussion** (*trimester 1*) - This one trimester course is an opportunity for students who would like to experience the art of drumming. This course concentrates on drumstick techniques along with learning to read and play drum rhythms.
- **Beginning Piano** (*trimester 2*) - This course concentrates on the basics of playing music on the piano as students learn to read notes and also "play by ear." Finger techniques include playing musical scales and chords. No experience is necessary.
- **Beginning Guitar** (*trimester 3*) - This course allows students to learn how to play chords and individual notes on the acoustic guitar while learning the basics of music performance and music notation. School owned guitars are used. No experience is necessary.
- **Concert Band** (*Full Year*) – This band will include both seventh and eighth graders who have had some elementary or middle school experience and who want to continue their musical training. School owned instruments and books will be provided for students who need them.

## Family and Consumer Sciences (1 trimester in length)

- **Child Development** – So much more than just "The Baby Course," students learn about the stages of child development, before birth and after. Join us for a journey that you will not soon forget as we learn about the responsibilities of parenting and how the choices that students make today can affect the rest of their life. Learn about the stress and some of the obstacles that get in the way of even the best parents. With knowledge on your side, students can make better choices, and be ready for the future that they are capable of.
- **Fashion Focus** - From fiber to fabric students learn about weaving, knitting, crocheting and the basics of sewing. Learn about fabric options for different projects, and have fun creating.
- **Advanced Fashion Focus** - Advanced Sewing - Take your sewing skills to a higher level! Once you have the sewing basics down, it is time to get creative: designing and re-designing, refashioning clothing to suit your style, look and shape!
- **Family and Consumer Science 1** - This course is designed to provide students with an array of essential life skills through classroom instruction as well as practical experiences in labs. Students are introduced to topics in the areas of Personal Development, Family/Child Development, Foods & Nutrition and Clothing Care/Sewing. Prerequisite for Family and Consumer Science 2, and Multicultural Foods.
- **Family and Consumer Science 2** – Why are some people so healthy and others are not...? Would you choose to do things the hard way intentionally? Why is breakfast still the most important meal of the day? Nutrition is only a part of the fun and fast paced course, and students cook!

- **Multicultural Foods** – An in depth look at where our food comes from and how many foods work together and in our bodies. Great emphasis on Food Science and Cultural Foods as we experiment with boiling points, coagulation and leavening agents in conjunction with the cultural influence of the foods we call American! Kitchen safety is followed with several cooking labs.

## Physical Education (1 trimester in length)

- **PE 7** – This course is divided into units. In each unit, students participate in individual, team, and/or recreational sports activities. Students have the opportunity to evaluate their own physical fitness. (Required for all students – 1 trimester)
- **PE 8 - Plus** – This course is for students who would like another trimester of Physical Education.
- **Health** – This course provides students with knowledge, attitudes, and skills to make healthy decisions. Health topics are included in the following areas: Mental Health: decision making, self-esteem, values, goal setting, and coping with stress and emotions. Physical Health: disease prevention, nutrition/exercise, alcohol/tobacco/drug prevention, and basic first aid. Social Health: relationships, communication, refusal, and conflict resolution skills. Good health is not a one time decision, but a series of healthy decisions throughout our lives.

## Science/math (1 trimester in length)

### Experimental Science

Experimental Science is a course in which students will refine their scientific inquiry skills. The students will use inquiry activities in an experimental setting, with strong emphasis on the content and the process of science. They will explore scientific concepts through group and individual work. Activities will include: hands-on activities, scientific investigations, real-world observations, data collection, data analysis and presentations.

**Project Lead the Way - PLTW** is a cutting-edge program which addresses the interest and energy of middle school students, while incorporating national standards in mathematics, science, and technology.

- **Design and Modeling:**  
This unit uses solid modeling to introduce students to the design process. Students learn sketching techniques, and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, students create models and documentation to solve problems.

## Computers (1 trimester in length)

- **Keyboarding** – this course is designed for students who have minimal computer skills and experience. It is designed to familiarize students with keyboarding, word processing, data entry,

graphic design, presentation software and the internet. Students learn the skills and tools to effectively use Microsoft Word, PowerPoint and Mavis Beacon.

- **Video Production** – Digital Video Production introduces students to the technology and artistry necessary for the development of a digital video production. Skills/concepts addressed include:
  - The five phases of production
  - MiniDV camcorder operation
  - Non-linear editing using iMovie
  - Recording audio with various mic types
  - Script-writing
  - Shot composition
  - Lighting
  - Teamwork
  - Inquiry
  - CreativityUpon learning the necessary skills, students develop a bi-monthly production for the larger school audience. Prerequisite for Advanced Video Production
- **Advanced Video Production** – Advanced Video Production is Hazel Park's Media and Television crew. This course increases students' understanding of the technology behind video as an information medium, and some of the ways in which it is created to achieve its desired effect on an audience. Upon completion, students will be able to demonstrate basic video editing skills using iMovie video editing software. Students learn to produce DVDs of their videos using DVD authoring software. Video Production increases a student's technical awareness of composition and editing techniques.

## AVID (Full year course)

- **AVID** stands for **Advancement Via Individual Determination**. AVID targets students in the academic middle - B, C, and even some D students - who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Not only are students enrolled in at least one of their school's toughest classes, such as AP/ IB Prep classes, but also in the AVID elective. For one period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Their self-images improve, and they become academically successful leaders and role models for other students. Our current 7<sup>th</sup> graders will be recommended by their 7<sup>th</sup> grade teachers for AVID placement for 8<sup>th</sup> grade. Any incoming 7<sup>th</sup> graders may sign up for this class based on understanding the information stated above.

## Social Studies

- **HISTORY DAY ELECTIVE:** (Trimester 1 and 2)

This class is all about researching a topic *of your choice*, creating a project, and competing against other students around St. Paul, the state of Minnesota, and possibly even the Nation! Projects you can create include: video documentary, exhibit board, performance play, website or research paper. Do the job of a historian—research, investigate, analyze and create.

- **Shape of Minnesota** (trimester 3)

The students will study Minnesota History from 1858, statehood to the post industrial era and the changing of Minnesota's landscape and economy. The students will engage in the work of a historian using primary documents and analysis to form conclusions about the state's history. Additionally, students will study Minnesota maps and use map skills to study the relationship between people and the development of the land.

Many of our students qualify for Special Education Courses, ELL courses, and Title I Courses. These specific courses are assigned to these students on the recommendations of teachers, district personnel and/or IEP managers.

Students and families work with the School Counselors to make sure that students are placed in the proper courses.