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B.S. Washington State University
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B.A. Western Washington University
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EDUCATIONAL PHILOSOPHY

Students between the ages of 10-15 become more diverse within a class than ever before. They are developing physically, cognitively, psychologically and sociologically at a rate unparalleled to any other experience in a lifetime. All these dimensions are intertwined and carry in intensity from one student to the next. For these reasons it is crucial that as teachers we offer a curriculum attuned to their diverse needs. Adolescents need daily physical activity, as often during adolescents a high percentage of students deteriorate in term of their health and fitness.

DESCRIPTION

Eastside Catholic Middle School is committed to helping all young people grow and maintain healthy bodies as well as strong spirits and active intellects. This class will meet four times during the week; three of those meetings will be activity –based and one will connect health curriculum to the movement based learning.

GOALS

We want our students to enjoy an active life; therefore we emphasize collaboration, inclusion and skill development in all our sports and physical education programs.

Our primary focus in our sports offerings will be to provide opportunities for each student to participate at a level according to her/his ability and interest. Pairing physical experiences with cognitive objectives enables students to achieve a deeper learning experience and plants the seeds of curiosity to personally explore how to develop one's strengths and weaknesses.



Allan Batchelder

B.T. Willamette University
M.F.A. National Theatre Conservatory
M.A. Teaching, Seattle Pacific University

Rachel Falkner

B.A., Communications, Santa Clara University
M.A., Teaching and Learning, Santa Clara University

Vicky Kan

B.A. University of Hong Kong
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Leslie Meier

B.A. Wittenberg University
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Arlene Naganawa

B.A., English Literature, University of Washington

Lynn “Robe” Roberson

B.A., English and Education, Walla Walla University
M.A., Curriculum and Instruction, Eastern Washington University

Humanities fully integrates language arts and social studies, offering units of study based on overarching themes by grade level.

In Grade 6, the curriculum addresses the questions:

- What does it mean to be a member of a community?
- What are our origins?
- Our memberships?
- Our connections?

In Grade 7, the questions include:

- What does it mean to be me?
- Who am I?
- Who do people say I am?
- How do other cultures form their sense of duty?

In Grade 8, the students address:

- What does it mean to be a responsible global citizen?
- Who are we together?
- What are our rights and responsibilities?

Learn more about Eastside Catholic at www.eastsidecatholic.org.



Christopher Fraley

B.S. Mathematics University of Oregon

M.S. Curriculum and Instruction, Ford Fellow program at University of Washington

Leslie Meier

B.A. Wittenberg University

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Christopher Robison

B.A., French, Western Washington University

M.A., Teaching, Grand Canyon University

The middle school mathematics program at Eastside Catholic develops mathematical fluency and enables students to use mathematics to describe and make sense of their world through the use of mathematical models and engaging real-life problems. Mathematical fluency means that students not only have accurate and efficient strategies for doing mathematics, but they can also adapt and apply these strategies to new and more complex situations because they understand the ideas on which their strategies are built. By identifying, creating, using, analyzing, and comparing models of mathematical ideas and real world situations, students notice details, features, and patterns about our number system and the situations that they are trying to understand. These details, features, and patterns give students access to the reasons why a mathematical strategy or real world situation works the way it does. This allows students to not only draw conclusions and find accurate solutions, but to also create convincing arguments as to why their solutions and strategies are correct and to alter their strategies to address new and more complex situations. Models may include physical materials, story contexts, diagrams, tables, graphs, and equations. The skills and thinking that students develop through their work with these models prepares them to understand mathematical proof and higher level mathematics.

Each unit in the mathematics program begins with a challenging, real-world problem that students will not be successful with until they have learned the content of that unit. At the end of each unit, students complete work on this problem by presenting their solutions and insights to an audience through a report, letter, poster, PowerPoint, or speech. This unit problem allows students to experience the power of mathematics to describe and make sense of their world, to use mathematics in ways that many professionals do, and to develop belief in their own ability to do mathematics well. Throughout their work on this problem, teachers support students in identifying specific mathematical competencies they do well and that they need to



Clare Jenkins

B.S. Civil Engineering, United States Military Academy, West Point
M.Eng. Environmental Engineering, Cornell University

Karen Mathewson

B.S., Science, University of New England
M.I.T., Teaching, Seattle University

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B.A. Santa Clara University
M.I.T. Seattle University

Our science program is issues-oriented and hands-on. It is inquiry-based and uses personal and societal issues to introduce and explore science issues.

SCIENCE ESSENTIAL QUESTIONS

Sixth Grade “What is our place in the universe?”

- Investigating Soil Scientifically: soil properties in context of preparing school garden
- Ecology: introduced species and their influence on ecosystem
- Evolution: impact of species extinction
- Weather & Atmosphere: causes of weather and climate, rainfall and extreme conditions
- Earth in Space: earth rotation, season, tides and calendars
- Exploring the Solar System: earth’s role, planetary neighbors, space travel

Seventh Grade “What does it mean to be human?”

- Investigating People: selves as study of investigation and learn scientific method, nature of science and experimental design
- The Chemistry of Materials: the production, use and environmental impact of synthetic materials and properties of materials
- Body Works: sustaining personal health
- Micro-Life: infectious diseases and microbiology
- Our Genes, Our-selves: inheritance and Mendelian genetics

Eighth Grade “What does it mean to be a steward of the earth?”

- Water: solutions, concentrations, acid-based chemistry, risk assessment and toxicity
- Rocks and Minerals: properties of rocks and minerals as natural resources
- Erosion/Deposition: destructive forces of wind, waves and water
- Plate Tectonics: the core, mantle and crust of the earth, earthquakes and volcanoes
- Energy: energy consumption, efficiency of energy transfers and options for renewable energy
- Environment: preparing an environmental impact statement by considering economic, environmental, political and social issues.



Geri Hanley

B.A. Saint Martin's College
M.A. University of San Francisco

THEOLOGY

- a) Faith enables a person to make sense of life
- b) Knowledge and skills are needed to find Scripture a source of nourishment for our own life with God and neighbor
- c) Creation is God's first revelation of love and invitation
- d) Jesus Christ is the son of God and the son of Mary and reveals to us the Trinity
- e) The Church is the community of Christ's disciples
- f) Prayer nourishes the life of individuals and the community
- g) Christ calls us to be committed to loving service of neighbor and the promotion of justice.

THEOLOGY ESSENTIAL QUESTIONS

Sixth Grade "What is our spiritual community?"

- Old Testament communities and covenants.
- How did the world begin?
- Scripture, worship, ritual & liturgy
- How can we share the love of Christ in our own communities?

Seventh Grade "What is my personal faith journey?"

- New Testament journeys
- Personal relationship with God
- What is prayer? How do prayer, ritual and the liturgical seasons add to our spirituality?
- How do I answer God's call? How do I walk in faith?

Eighth Grade "What are our responsibilities as members of God's Kingdom?"

- Church history and morality.
- Seeing, Celebrating, Living a Stewardship of faith.
- World faith traditions
- Service and social justice.



Allan Batchelder

B.T. Willamette University
M.F.A. National Theatre Conservatory
M.A. Teaching, Seattle Pacific University

Jill Jueling

B.A. Washington State University
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Holland Michael

B.A. UCLA, B.M. San Diego State University
M.A. Musicology San Diego State University

VISUAL AND PERFORMING ARTS (all grades)

- a) Understands and applies art knowledge and skills.
- b) Demonstrates thinking skills using artistic processes.
- c) Communicates through the arts
- d) Makes connections within and across the arts, to other disciplines, life, cultures and work.

ESSENTIAL QUESTIONS

Sixth Grade “What roles do the arts play in community?”

Concepts and vocabulary, skills and techniques, style and audience:

- Dance: energy, theme, community dance
- Music: rhythm, expression, timbre, notation, choral, percussion
- Theater: character, setting, dialogue, actions, conflicts, plot, elements of design, integrates voice, movement and emotion, community theaters
- Visual art: color, texture, realistic/ objective/abstract murals, quilts

Seventh Grade “How can I express myself in the arts?”

Concepts and vocabulary, skills and techniques, style and audience:

- Dance: energy, theme, solo
- Music: rhythm, expression, timbre, notation, solo
- Theater: character, setting, dialogue, actions, conflicts, plot; elements of design; integrates voice, movement, and emotion, monologues
- Visual art: color, texture, realistic/ objective/abstract self-portraits

Eighth Grade “Do the arts connect with our social, political and spiritual lives?”

Concepts and vocabulary, skills and techniques, style and audience:

- Dance: energy, theme, Performance art
- Music: rhythm, expression, timbre, notation, songs of participation and protest
- Theater: character, setting, dialogue, actions, conflicts, plot; elements of design; integrates voice, movement, and emotion. Political theater
- Visual art: color, texture, realistic/ objective/abstract social themes



Maria Granda de Scacciati

Spanish
Joined Eastside Catholic in 2008
B.A. Universidad de Belgrano (Argentino)
M.I.T. Seattle University

Holland Michael

B.A. UCLA, B.M. San Diego State University
M.A. Musicology San Diego State University

Jessica Roy

World Languages
Joined Eastside Catholic in 2008
B.A. Lake Forest College

WORLD LANGUAGES

- Communication: Communicate in a language other than English
- Cultures: Gain knowledge and understanding of other cultures
- Connections: Connect with other disciplines and acquire information
- Comparisons: Develop insight into the nature of language and culture
- Communities: Participate in multilingual communities at home and around the world.

WORLD LANGUAGES ESSENTIAL QUESTIONS

Sixth Grade “How (and why?) do people communicate?”

Introduction to World Languages & Linguistics

- variation in symbols alphabets, pronunciation, etc
- applying sounds and basic expressions in sample language
- the connection of language and community
- the structure, vocabulary and origins of English through a study of Latin, Greek and other roots

During the 2009-10 school year the curriculum will include:

Seventh Grade “How do I begin to communicate in a second language?”

Spanish 1A

- Emphasis on immediate use of practical expressions and oral communication
- Vocabulary and grammar are presented and reinforced in thematic units
- This is the first of two years of an introduction to Spanish; when combined, Spanish 1A and 1B will be the equivalent of an advanced first year high school class.

Eighth Grade “What do I need to know about Spanish and Spanish-speaking cultures?”

Spanish 1B

- Emphasis on good communication skills and cultural understanding
- Vocabulary and grammar are presented and reinforced in thematic units
- This is the first of two years of an introduction to Spanish; when combined, Spanish 1A and 1B will be the equivalent of an advanced first year high school class.