Introduction
The purpose of the Middle School Program of Studies is to help you select the courses you will take in the upcoming school year. At the LSU Laboratory School, scheduling courses is done through a partnership between parents, students, teachers, and the School Counselor. During the spring semester of each year, an updated copy of the Middle School Program of Studies is posted to the school’s website to assist you in making informed decisions about scheduling for the coming year. This guide should be your first resource for answering questions about courses and scheduling at the LSU Laboratory School.

Scheduling Information

Course Offerings
Although ULS guarantees course options to meet graduation requirements, the administration reserves the right to cancel courses based on insufficient enrollment.

Course Request Process
The School Counselors distribute the course request sheets each spring. Parents and students are welcome to meet with their child’s School Counselor to discuss course plans. The signed and completed course request sheet should be returned to the School Counselor. While no student is guaranteed his first-choice elective course, students who do not return their course request sheets by the deadline may lose priority in the scheduling process.

Schedule Changes
Space permitting, any change in course requests must be submitted by a parent or guardian in writing to the School Counselor. Students may not drop or add a class after the 3rd day of school at 8:00 a.m. Requests for a specific teacher or a specific order of classes cannot be honored due to the effect these changes have on class size and classroom instruction.

Scheduling Conflicts
The LSU Laboratory School offers a variety of courses and we make every effort to fulfill student course requests. As at any school, however, there will be times when a student cannot schedule every course that he wants. Students are given the opportunity to choose alternative courses on the course selection sheet should there be a conflict. If no alternates are listed, students are placed in the course deemed most appropriate by the School Counselor.

General Information

College Admissions and TOPS
Since admissions requirements vary from college to college, high school graduation does not guarantee admission to college. It is primarily the responsibility of the student and the parent to ensure that the student’s credits, grade point average, and standardized test scores meet the requirements of the Taylor Opportunity Program for Students (TOPS) and the college he or she chooses to enter. This also applies to National Collegiate Athletics Association (NCAA) requirements.

High School Courses Taken During Middle School
Middle school students, who take courses for high school credit, may opt to have those grades transferred to their high school transcript or they may opt to repeat the course(s) the following year. High
school credits earned in middle school count towards the Carnegie credits needed to graduate, count towards TOPS, and count towards the grade point average. Regardless of how many high school Carnegie credits are earned in middle school, ULS students are required to take English, math, science, and social studies all 4 years of high school.

Math Placements
Rising 6th grade students are assessed at the end of 5th grade for placement into either of the following courses:

- Middle School Math
- Pre-algebra

Rising 7th grade students are placed into one of the following courses based on the pre-requisite math course taken in 6th grade:

- Pre-algebra
- Algebra I

Rising 8th grade students are placed into one of the following courses based on the pre-requisite math course taken in 7th grade:

- Algebra I
- Geometry
- Geometry: Advanced (will no longer be offered after the 2020-2021 academic year)

Please note that students who successfully complete Geometry: Advanced will take the Algebra II math proficiency exam at the end of 8th grade. Students who demonstrate proficiency on the exam will earn proficiency (P) credit for Algebra II. This credit will then be added to the high school transcript.

Math Progression at ULS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Track 1</th>
<th>Track 2</th>
<th>Track 3*</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade</td>
<td>Middle School Math</td>
<td>Pre-Algebra</td>
<td>Pre-Algebra</td>
</tr>
<tr>
<td>7th Grade</td>
<td>Pre-Algebra</td>
<td>Algebra I</td>
<td>Algebra I: Advanced</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Geometry: Advanced &amp; Algebra II proficiency</td>
</tr>
<tr>
<td>9th Grade</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Math I IB</td>
</tr>
<tr>
<td>10th Grade</td>
<td>Algebra II</td>
<td>Math I IB</td>
<td>Math II IB</td>
</tr>
<tr>
<td>11th Grade</td>
<td>Additional math</td>
<td>Additional math</td>
<td>Additional math</td>
</tr>
<tr>
<td>12th Grade</td>
<td>Additional math</td>
<td>Additional math</td>
<td>Additional math</td>
</tr>
</tbody>
</table>

* Track 3 will no longer be offered after the 2020-2021 academic year.
### Science Progression at ULS

#### Table 2

<table>
<thead>
<tr>
<th>GRADE</th>
<th>TRACK 1</th>
<th>TRACK 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade</td>
<td>Integrated Science</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>7th Grade</td>
<td>Integrated Science</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Integrated Science</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>9th Grade</td>
<td>Physical Science</td>
<td>Biology I</td>
</tr>
<tr>
<td>10th Grade</td>
<td>Biology I</td>
<td>Chemistry</td>
</tr>
<tr>
<td>11th Grade</td>
<td>Chemistry</td>
<td>Additional science</td>
</tr>
<tr>
<td>12th Grade</td>
<td>Additional science</td>
<td>Additional science</td>
</tr>
</tbody>
</table>

#### Summer School

Students who fail a required course either first or second semester must attend summer school in order to be promoted to the next grade. Students may not enroll in any course, summer school or otherwise, while also being concurrently enrolled in the same course at ULS.

The following summer schools are approved by ULS. Please contact the summer school directly for registration dates, times, costs and courses offered. It is ultimately the responsibility of the parent/guardian to ensure that the summer school offers the course(s) needed to be repeated.

- Ascension Parish Public Schools
- Central Community School District
- City of Baker School District
- East Baton Rouge Parish Schools
- Livingston Parish Public Schools
- Trinity Christian Academy – Zachary (grades 7-12 only)
- West Baton Rouge Parish Schools

As per the ULS Pupil Progression Plan, students who fail more than any combination of four half credits throughout middle school or throughout high school are not eligible for promotion at the LSU Laboratory School and must return to their Free and Appropriate Public Education (FAPE) school district. Further, if a course which is repeated in summer school is not passed before the start of the upcoming school year, the student must return to their FAPE school district.

#### Coursework Completed Off Campus & Proficiency Tests

Although students are encouraged to seek enrichment opportunities, students may not take a course off campus or take a proficiency test in order to advance to the next level in a discipline. Additionally, once enrolled at ULS, initial Carnegie credit will not be added to the ULS transcript for any course completed elsewhere except for one-half Carnegie credit of Health.
Transfer Students

Students who transfer to the LSU Laboratory School with a letter grade showing on the transcript from the previous school will be given that same letter grade on the LSU Laboratory School transcript. If grade point averages are on the previous school’s transcript and their grade scale is available, that student will be awarded a letter grade based on the previous school’s grade scale. Should a grade scale for the previous school not be available, letter grades will be based on the LSU Laboratory School’s grade scale.

Grade Scale and Quality Points – Middle School

*Table 3*

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Unweighted Grade Scale</th>
<th>Unweighted Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4 quality points</td>
</tr>
<tr>
<td>B</td>
<td>85 - 92</td>
<td>3 quality points</td>
</tr>
<tr>
<td>C</td>
<td>75 - 84</td>
<td>2 quality points</td>
</tr>
<tr>
<td>D</td>
<td>67 - 74</td>
<td>1 quality points</td>
</tr>
<tr>
<td>F</td>
<td>0 - 66</td>
<td>0 quality points</td>
</tr>
</tbody>
</table>
# ULS Graduation Requirements

**Class of 2018 and thereafter**

(ULS graduation requirements align with the TOPS University Diploma requirements)

## Table 4

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH = 4 CREDITS</strong></td>
<td>English I*</td>
</tr>
<tr>
<td>1 Credit</td>
<td>English II*</td>
</tr>
<tr>
<td>1 Credit</td>
<td>English III or English III H or English III IB</td>
</tr>
<tr>
<td>1 Credit</td>
<td>English IV or English IV H or English IV IB</td>
</tr>
<tr>
<td><strong>MATH = 4 CREDITS</strong></td>
<td>Algebra I*</td>
</tr>
<tr>
<td>1 Credit</td>
<td>Geometry*</td>
</tr>
<tr>
<td>1 Credit</td>
<td>Algebra II</td>
</tr>
<tr>
<td>1 Credit</td>
<td>Advanced Math - Functions &amp; Statistics, Advanced Math - Pre calculus H, Math I IB, Math II IB, AP Calculus AB or AP Calculus BC</td>
</tr>
<tr>
<td><strong>SCIENCE = 4 CREDITS</strong></td>
<td>Biology I*</td>
</tr>
<tr>
<td>1 Credit</td>
<td>Chemistry I</td>
</tr>
<tr>
<td>2 Credits</td>
<td>Physical Science, Biology II IB, Chemistry AP, Environmental Science, Environmental Systems IB, Physics or Physics I IB, Physics II IB</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES = 4 CREDITS</strong></td>
<td>World Geography or AP Human Geography</td>
</tr>
<tr>
<td>1 Credit</td>
<td>Civics or AP U.S. Government</td>
</tr>
<tr>
<td>1 Credit</td>
<td>U.S. History* or U.S. History H* or IB History of the Americas I*</td>
</tr>
<tr>
<td>1 Credit</td>
<td>World History or World History H or IB History of the Americas II</td>
</tr>
<tr>
<td><strong>PHYSICAL ED. = 1.5 CREDITS</strong></td>
<td>Physical Education I</td>
</tr>
<tr>
<td>1 Credit</td>
<td>Physical Education II</td>
</tr>
<tr>
<td><strong>HEALTH = ½ CREDIT</strong></td>
<td>Health</td>
</tr>
<tr>
<td>½ Credit</td>
<td></td>
</tr>
<tr>
<td><strong>WORLD LANGUAGE = 2 CREDITS</strong></td>
<td>World Language - credit one</td>
</tr>
<tr>
<td>1 Credit</td>
<td>World Language - credit two</td>
</tr>
<tr>
<td><strong>FINE ARTS = 1 CREDIT</strong></td>
<td>Art, Band, Choir, Fine Arts Survey or Theatre IB</td>
</tr>
<tr>
<td>1 Credit</td>
<td></td>
</tr>
<tr>
<td><strong>ELECTIVES = 3 CREDITS</strong></td>
<td>(See course descriptions in the HS Program of Studies)</td>
</tr>
<tr>
<td>1 Credit</td>
<td></td>
</tr>
<tr>
<td>1 Credit</td>
<td></td>
</tr>
<tr>
<td>1 Credit</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL = 24 CREDITS</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Students must pass the HS LEAP test for these courses in order to graduate.

**Regardless of how many high school credits are earned in middle school, all ULS students are required to take English, math, science, and social studies all 4 years of high school.
Course Descriptions
Sixth Grade

Reading Writing Workshop
This course is designed to produce global, creative, independent, and skillful readers, writers, speakers, thinkers, and listeners. A workshop atmosphere is created in which students are immersed in both reading and writing. Students spend time daily actively engaged in reading and writing. They will read novels, short stories, and non-fiction from a variety of genres. Students will write for a variety of purposes. Mini lessons will target specific reading, grammar, and writing skills.

Middle School Math
This course takes students through the transition from elementary to middle school math. Concepts focused on include addition, subtraction, multiplication and division of whole numbers, decimals, and fractions. We also cover basic algebraic expressions, matching expressions to word problems, geometry, and measurement.

Pre-Algebra
Suggested Pre-requisite: Recommendation of the math placement committee
This course will place a strong emphasis on the continued study of integers, order of operations, variables, expressions, and equations. Students will solve and graph equations and inequalities, write and solve proportions, and explore geometry, statistics, and graph concepts. Problem solving will be emphasized throughout the course. The successful completion of this course prepares students for Algebra I.

Integrated Science
This course allows students to see the interrelationships in the natural world. With an emphasis on energy, the students will study a variety of topics including ecology and environment, space science, chemistry, force and motion and waves. The students study a series of units designed to help them understand important science concepts, processes and ideas; develop higher order thinking skills; promote problem-solving skills involving the application of scientific principles and research; and with emphasis on communication and reading and writing in science.

World History
This course is designed to have students understand the contributions of former civilizations onto the modern world. Students will be expected to see themes emerging, such as the development of religion, art and government, in each of the ancient civilizations we study. Through using tools like primary documents, maps and graphic organizers, we will learn to view history through the perspectives of those who lived it.

French
This course is an introduction to the French language and culture of French-speaking countries. The course provides interactive activities to help develop vocabulary, grammar, reading, and writing as well as pronunciation, speaking, and listening skills.
Spanish
This course is an introduction to the Spanish language and culture of Spanish-speaking countries. The course provides interactive activities to help develop vocabulary, grammar, reading, and writing as well as pronunciation, speaking, and listening skills.

Art
This course is a study of artists and cultures of the time periods being studied in social studies. In addition, students explore and utilize the Elements of Art. They also observe and discuss the ways Master artists incorporate the art elements into their work.

Band
This course includes Music Theory concepts appropriate for 6th grade. Includes notes and rests through dotted quarter notes and rests and easy syncopation in sight reading, written work and performance. Students will begin the process of understanding stylistic playing with the use of dynamics and articulation markings. Students will cover 4 key signatures with their respective scales (Bb, Eb, Ab, and F), a one octave chromatic scale, and will be able to identify note names, and will be coached in hearing and recognizing errors in performance. Concert music appropriate to 6th grade students’ level of performance will be prepared in class for performance. There will be 3 required concerts; one in November, one in February, and one in May.

Choir
This course includes choral music from many different cultures, genre, and eras. The group also learns music theory, sight singing and music history. The students participate in the Middle School Fall Concert, Holiday Concert, Choir Festival, and the Middle School Spring Concert. Students may audition for All State Children Honor Choir, Regional Honor Choir, and alternate years may audition for National Honor Choir. Uniforms are required. No audition is needed.

Health & Physical Education
This course is designed to for students to be as physically active as possible and to understand the importance of a healthy lifestyle. Boys and girls are divided into separate classes. Classes meet M-F and students are expected to change into shorts, shirts, shoes and socks every day. Students are also expected to strive for 100% participation. Finally, because most activities played in middle school are part of a team sport, students will learn to apply the elements of fair play, sportsmanship and cooperation.
Seventh Grade

Reading Writing Workshop
This course is an opportunity for students to grow as readers, writers, listeners, and speakers. Through a workshop atmosphere, students will read works that interest them and share those readings and ideas with others. Mini lessons will target specific reading and writing skills, and students will spend daily time actively engaged in all aspects of literacy. Our goal is to become a community of readers and writers, working together to learn and discover the joys of language.

Pre-Algebra
This course will place a strong emphasis on the continued study of integers, order of operations, variables, expressions, and equations. Students will solve and graph equations and inequalities, write and solve proportions, and explore geometry, statistics, and graph concepts. Problem solving will be emphasized throughout the course. The successful completion of this course prepares students for Algebra I.

Algebra 1  
1 HS credit  
Suggested Pre-requisite: Pre-algebra
This course is a core course which focuses on developing a rich understanding of fundamental algebraic ideas. Topics include solving one-variable equations and inequalities, simplifying radicals, function notation, writing equations of linear functions, graphing linear functions and inequalities, solving systems of equations, properties of exponents, exponential functions, operations with polynomials, factoring polynomials, graphing quadratic functions, and solving quadratic equations. Students must apply problem-solving skills.

Integrated Science
This course is integrated but focuses on the study of life. Major topics include ecology, organ systems, heredity, evolution, adaptation, and chemistry. These are studied within a “systems thinking” approach based on student interaction with evidence. The national Next Generation Science Standards will organize the course through Crosscutting Concepts, Disciplinary Core Ideas, and Science and Engineering Practices.

American History
This course is an overview of American History from prehistory to Reconstruction. Students will learn about the people living in the United States prior to European colonization. They will also learn about the English settlers that would later form the United States of America. Finally, they will learn about events between the American Revolution and Civil War including the breakup and reunion of our country during the Civil War. Students will learn this information through videos, readings, research, and lectures.

French
This course is designed to provide learners with basic reading, writing, speaking, and listening skills in the target language. The primary goal of this course is to encourage students to gain competence in French with the long-term goal of balanced bilingualism. Students will work with textbooks and authentic materials found on Internet sites and audio/video programming in French. This course provides language study while exploring cultural uniqueness of social customs and geographic locations. The students will have opportunities to model native speakers from several different parts
of the French speaking world. Students learn to understand basic spoken and written French and to construct grammatically correct sentences and short paragraphs.

**Spanish**
This course is designed to provide learners with basic reading, writing, speaking, and listening skills in the target language. The primary goal of this course is to encourage students to gain competence in Spanish with the long-term goal of balanced bilingualism. Students will work with textbooks and authentic materials found on Internet sites and audio/video programming in Spanish. This course provides language study while exploring cultural uniqueness of social customs and geographic locations. The students will have opportunities to model native speakers from several different parts of the Spanish-speaking world. Students learn to understand basic spoken and written Spanish and to construct grammatically correct sentences and short paragraphs.

**Art**
This course is a study of some of the artists and cultures of the Americas. In addition, students explore and utilize the Elements of Art. They also observe and discuss the ways Master artists incorporate the art elements into their work.

**Band**
This course includes Music Theory concepts appropriate for 6th grade. Includes notes and rests through 16th note & rest patterns. Sight-reading will run sequentially with skills taught in 6th grade band. Understanding will be assessed in written work and performance. Students will continue the process of understanding stylistic playing with the use of dynamics and articulation markings. Students will cover 5 key signatures with their respective scales (C, F, Bb, Eb, & Ab), a two-octave chromatic scale, and will be able to identify note names, and will be coached in identifying practice needs based on hearing and recognizing errors in performance. Concert music appropriate to 7th grade students’ level of performance will be prepared in class for performance. There will be 3 required concerts: one in November, one in February, and one in May.

**Choir**
This course is offered to any student who is interested in singing and learning how to do so correctly. Continuing to learn the reading of music and singing correctly from music notation is the focus of the course. This class is more demanding and more advanced than the 6th grade class, but the expectations are parallel to that of the 6th grade. The students participate in the Middle School Fall Concert, Holiday Concert, Choir Festival, and the Middle School Spring Concert. Students may audition for All State Children Honor Choir, Regional Honor Choir, and in alternate years may audition for National Honor Choir. Uniforms are required. No audition is needed.

**Health & Physical Education**
This course is designed for students to be as physically active as possible and to understand the importance of a healthy lifestyle. Boys and girls are divided into separate classes. Classes meet M-F and students are expected to change into shorts, shirts, shoes, and socks every day. Students are also expected to strive for 100% participation. Finally, because most activities played in middle school are part of a team sport, students will learn to apply the elements of fair play, sportsmanship, and cooperation.
Eighth Grade

Reading Writing Workshop
This course provides students the opportunity to grow as readers, writers, listeners, and speakers. Through a workshop atmosphere, students will read works that interest them and share those readings and ideas with others. Mini lessons will target specific reading and writing skills, and students will spend daily time actively engaged in all aspects of literacy. Our goal is to become a community of readers and writers, working together to learn and discover the joys of reading and writing.

Algebra 1
1 HS credit  Suggested Pre-requisite: Pre-algebra
This course focuses on developing a rich understanding of fundamental algebraic ideas. Topics include solving one-variable equations and inequalities, simplifying radicals, function notation, writing equations of linear functions, graphing linear functions and inequalities, solving systems of equations, properties of exponents, exponential functions, operations with polynomials, factoring polynomials, graphing quadratic functions, and solving quadratic equations. Students must apply problem-solving skills.

Geometry
1 HS credit  Pre-requisite: Algebra I
This is the study of visual patterns and the use of these patterns to describe the physical universe. Students utilize inductive reasoning to make conjectures about the relationships in geometric figures and use deductive reasoning to confirm these conjectures. After discovering or deriving relationships, students use their ideas to solve algebraic problems involving geometry. Euclidean geometry, transformational geometry, and coordinate geometry will be covered.

Geometry: Advanced
1 HS credit  Pre-requisite: Algebra I: Advanced
This course represents a discrete study of geometry with correlated matrix algebra and statistics applications. Students experiment with transformations in the plane, compare transformations that preserve distance and angle to those that do not and use transformations and proportional reasoning to develop a formal understanding of similarity and congruence. Criteria for similarity and congruence of triangles are examined, facility with geometric proofs is developed, and both are applied in proving theorems and generating geometric constructions involving lines, angles, triangles, and other polygons. Similarity in right triangles is applied to understand right triangle trigonometry. Students will learn about the real-life application of trigonometry as well has how to represent it graphically. Students apply theorems about circles and extend the study of cross-sections of three-dimensional shapes; use concepts of distance, midpoint, and slope to verify algebraically geometric relationships of figures in the coordinate plane; solve problems involving parallel and perpendicular lines; and develop an understanding of independence and conditional probability to be used to interpret data.

Please note that students who successfully complete Geometry: Advanced will take the Algebra II math proficiency exam at the end of 8th grade. Students who demonstrate proficiency on the exam will earn proficiency (P) credit for Algebra II. This credit will then be added to the high school transcript.

Integrated Science
This course continues the comprehensive curriculum for science as mandated by the state department of education. The eighth-grade year focuses on earth and space science allowing the students to see the interrelationships in the natural world. The students study a series of units
designed to help them understand important science concepts, processes, and ideas; develop higher order thinking skills; develop problem-solving skills and apply scientific principles; and promote communication, reading and writing in science, and social skills. The units include topics such as science process skills and the engineering processes (STEM), chemistry, energy, diversity of living things, geological processes with emphasis on Louisiana environmental resources, and the interactions of humans with the environment.

**Louisiana History**
This is a course in which students make personal connections to the world around them. The course encompasses the following units of study: Geography, Economics, First Inhabitants, Colonization, Territory to Statehood, Civil War, Reconstruction, Great Depression/Huey Long, and Government. Reading, writing, social studies skills, and analytical processes are developed throughout each unit.

**French I** 1 HS credit
This course is an introduction to the French language and culture. Emphasis will be placed on vocabulary, grammar, reading, and writing as well as the development of pronunciation, speaking, and listening skills. This course may count for high-school credit.

**Spanish I** 1 HS credit
This course is an introduction to the Spanish language and culture. Emphasis will be placed on vocabulary, grammar, reading, and writing as well as the development of pronunciation, speaking, and listening skills. This course may count for high-school credit.

**Art**
This course is a study of Louisiana artists and the cultures that influenced them. In addition, students explore and utilize the Elements of Art. They also observe and discuss the ways Master artists incorporate the art elements into their work.

**Band**
This course includes Music Theory concepts appropriate for 8th grade. Includes notes and rests through 16th & triplet note & rest patterns. Sight-reading will run sequentially with skills taught in 7th grade band. Understanding will be assessed in written work and performance. Students will cover 6 of 12 major key signatures with their respective scales (C, F, Bb, Eb, Ab, D) and a two-octave chromatic scale. Students will execute changing key signatures, time signatures, dynamics, and articulation markings, of all within one piece of music. They must show knowledge of all note names and must have the ability to identify practice needs based on hearing and recognizing errors in performance. They will also be taught the rudiments of marching in preparation for HS Band. Concert music appropriate to 8th grade students’ level of performance will be prepared in class for performance. There will be 3 required concerts; one in November, one in February and one in May as well as a performance in the fall at a HS football game in conjunction with the HS Band.

**Choir**
This course is offered to any student who is interested in singing and learning how to do so correctly. Continuing to learn the reading of music and singing correctly from music notation is the focus of the course. The addition of vocal changes in the adolescent voice adds more challenges to this class. The skills of balance, listening and part-singing are to be achieved to the fullest potential of middle school by this level. The students participate in the Middle School Fall Concert, Holiday Concert, Choir Festival, and the Middle School Spring Concert. Students may audition for All State Children Honor
Choir, Regional Honor Choir, and in alternate years may audition for National Honor Choir. Uniforms are required. No audition is needed.

Health & Physical Education
This course is designed for students to be as physically active as possible and to understand the importance of a healthy lifestyle. Boys and girls are divided into separate classes. Classes meet M-F and students are expected to change into shorts, shirts, shoes, and socks every day. Students are also expected to strive for 100% participation. Finally, because most activities played in middle school are part of a team sport, students will learn to apply the elements of fair play, sportsmanship, and cooperation.