

Chillicothe Middle School Course Planning Handbook 2016-2017



Our Mission:

To prepare our students to serve their communities

And

To commit to life-long learning.

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Lance Stoneking, Guidance Counselor

Elaina White, Secretary
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2016-2017



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Foreword

The Course Planning Handbook is intended to give parents and students a brief description of the course offerings and learning at Chillicothe Middle School. The selection of courses is very important. It begins the process of determining the career path that students will embark on and the students' overall enjoyment of middle school. We encourage everyone to take a great deal of time to plan academic schedules. We want to be as helpful as possible in this process, and we would like you to be aware of the following assistance we provide:

1. The Guidance Counselor meets with classes individually to explain the Course Planning Handbook's offerings and to explain the career pathways that Chillicothe Middle School and High School Offer.
2. Parent Orientation Meeting will be held at Chillicothe Middle School for all 7th Grade students (current 6th graders) to describe the scheduling process for each grade level.
3. Middle school students will register for their courses in the library. Remember, students must have a scheduling card with a parent or guardian's signature.

*All meetings will be announced on the district website, on the Guidance Calendar and in mailings to targeted audiences.

If you have questions about your son's or daughter's schedule for next year, please contact our school counselor.

Chillicothe Middle School offers academic programs that strive to meet the needs of all students. Advanced placement and adjusted courses are available to challenge students to their fullest potential. All courses meet all Ohio Department of Education guidelines.

We invite you to call the school if you have any questions concerning the Course Planning Handbook for 2016-17. We welcome the opportunity to talk with you about Chillicothe Middle School.

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**Chillicothe City School
Board of Education and Administration
2016**

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Liz Corzine
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Joy Shoemaker

Jon Saxton, Superintendent
Deborah Swinehart, Assistant Superintendent
Alissa Putnam, Director of Curriculum and Instruction
Stacy Hazelton, Director of Special Services and Early Childhood Education
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Anti-Discrimination Policies

The school district affirms that no person shall, on the basis of sex, race, color, national origin, or handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity conducted under its auspices.

This shall extend to students and employees therein and to admission thereto. Inquiries concerning the application of this policy may be referred to the superintendent or any principal.

Policies of the Chillicothe City Schools prohibit discrimination - including but not limited to harassment - in the school district's education activities, employment practices, programs and services on the following basis: race, color, national origin, ancestry, citizenship, religion, handicap/ability level, age, sex or sexual orientation. For this purpose harassment is defined as including slurs, unwelcome sexual advances and requests for sexual favors, or other verbal, nonverbal, or physical conduct which results in discriminatory treatment or creation of a hostile environment for work or education.

This policy meets all requirements and directions of the U.S. Department of Education under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

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Chillicothe City Schools' District Philosophy

Our public school district determines its guiding principles due to the nature and needs of our children and the ever-changing demands of society. In a democratic society, we place major emphasis on (1) developing the attitudes, abilities, and skills that ensure quality human relationships and proper acceptance of civic responsibility, (2) meeting those recognized needs of children for security, success, group acceptance, and for the knowledge and skills that ensure economic efficiency, self-realization, aesthetic appreciation and the necessity of family appreciation. Our philosophy includes a consideration of the total life of the child and recognizes the need for a workable partnership on the part of the school, the home and the community.

Chillicothe City Schools' District Vision Statement

The Chillicothe City School District will achieve excellence in all areas by preparing students to be productive lifelong learners and citizens in a global economy. Stakeholders will view the district as successful and operating with the highest levels of commitment, integrity and trust.

Chillicothe City Schools' District Mission Statement

The Chillicothe City School District empowers students to lead, to learn, and to serve.

District Core Values

We believe that:

- All children can learn.
- Every interaction at all levels is based on integrity and honesty.
- Teaching and learning take place in safe and healthy environments.
- All adults and children are treated with respect.
- Impact on students is considered in all decisions.
- Curriculum and instruction are developmentally appropriate at all levels.
- Our facilities are well maintained.
- All students are provided an abundance of opportunities to meet their individual needs.
- Caring and thoughtful teachers deliver our instructional program.
- Professional development is essential for all staff and teachers.
- The district operates in a fiscally responsible manner.
- Programs, activities and interactions reflect respect for the diversity of our community's cultures.

Athletic Eligibility

1. In the immediate preceding grading period, a student must receive a passing grade in five subjects; and
2. Those grades referenced in number 1 must, when combined, be a total grade point average of at least 1.75 on a four-point (4.0) scale.

Athletic Opportunities

Chillicothe City Schools offer the following athletic opportunities:

Fall

Football
Soccer
Cross Country
Volleyball
Cheerleading

Winter

Basketball
Wrestling
Cheerleading

Spring

Track
Club Baseball
Club Softball

Grade point averages shall be calculated using the following scale:

Grade Point Averages

A+ = 4.33	C = 2.00
A = 4.00	C- = 1.67
A- = 3.67	D+ = 1.33
B+ = 3.33	D = 1.00
B = 3.00	D- = 0.67
B- = 2.67	F+ = 0.33
C+ = 2.33	F = 0.00

Counseling Services

The Guidance Office has many responsibilities, all of which center on helping the student have a successful and prosperous middle school experience. Students should feel free to make appointments to see the counselor for any school concern

- 1) Course Selection and Schedule Problems 2) Personal Problems

The various guidance services are designed to assist the individual student to make the most of his/her own abilities and opportunities while in school.

Selection of courses and program planning are important decisions for each student. The schedule of subjects for each year must be approved by the student's counselor. Changes in the schedule will be made only after approval by the student's counselor and principal.

From time to time, many students encounter personal problems that not only interfere with their ability to do satisfactory work at school, but also adversely affect their emotional well-being. The guidance counselor is always willing to assist the student and help in any way during these times. Please feel free to see the counselor for these problems.

Parents are welcome at any time, but appointments can be made by calling the office of the counselor.

Special Education

Students with identified unique learning needs have the opportunity to participate in a wide variety of innovative programs and services. A team of school personnel meets with the student and the student's parents to determine how to best meet the student's individual educational needs in order to develop an Individual Education Plan (IEP) which identifies the specific services the student will receive.

Intervention Specialists provide supplemental support for students following either typical or modified curriculum in the individually determined, least restrictive environment. These instructors provide and or supplement the necessary instruction to fulfill the components of the IEP.

Individualized instruction to meet IEP goals can also be provided by Intervention Specialists. Again, this may be done in a small group setting or it may be accomplished through the collaborative efforts of the Intervention Specialists and instructors from the various academic departments.

The variety of special education services gives Chillicothe Middle School a full continuum of programs and services to meet each student's individual needs.

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Career Pathways

A Career Pathway is a collective look at education and training, wage and outlook information for related occupations. These pathways offer an overview of the various career options along with education and training that can begin as early as grade 7. Whether a student is interested in going to college, getting a certificate or working right after high school, career pathways can be customized for any ambition or plan.

At Chillicothe Middle School, we offer an introductory look into five different career pathways:

1. **Arts and Communication** – Includes technical- and professional-level careers related to the humanities and the performing, visual, literary and media arts.
2. **Engineering and Science Technologies** – Includes technical- and professional-level careers in planning, managing, and providing scientific research and services such as laboratory and testing and research and development; and (b) design, process and development services such as electrical engineering, industrial engineering, materials science, nanofabrication, fuel cell technology and robotics
3. **Health Science** – Includes technical- and professional-level careers in planning, managing and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development.
4. **Information Technology** – Includes technical- and professional-level careers in the design, development, support and management of hardware, software, multimedia and systems integration services. The four IT pathways are Information Support 34 and Services, Communication Network Services, Programming and Software Development/Applications and Interactive Multimedia Development.
5. **Marketing** – Includes technical-and professional-level careers in planning, managing, and performing marketing activities such as distribution, promotion, pricing, selling, financing, information management and product/service management to reach organizational objectives.

Arts/ Communications Pathway

Courses Offered

Course: Performance Arts

Prerequisites: Enrolled in 7th or 8th grade Chorus

Grade: 7-8th

Length: 9 Weeks (1 Quarter)

Description: This is a 9 weeks course for vocal soloists. Students will learn skills for individual vocal performance, such as: individual vocal technique, stage presence, choosing a song for your voice type, and how to follow an instrumental/karaoke track. Students will be required to learn and perform vocal solos in Broadway and popular music for the class. **Students must be currently enrolled in 7th or 8th Grade Chorus to take this course.**

Course: Studio Art 7

Prerequisites: None

Grade: 7

Length: 9 Weeks (1 Quarter)

Description: The 7th Grade Art Class is designed to build upon and introduce Art Skills through the implementation of the State of Ohio Art Standards through the use of Studio Art, Art Criticism and Art History. 7th Grade Art History focuses on World Art History, which connects with the 7th Grade History class curriculum. Students will create and critique their own Art consisting of drawings, paintings, sculptures and will begin to explore Art Careers. Selected student Artwork will be sent to various Art Competitions, and some student Artwork will be featured in an end of the year School Art Show.

Course: Studio Art 8

Prerequisites: None

Grade: 8

Length: 9 Weeks (1 Quarter)

Description: The 8th Grade Art Class is designed to build upon and introduce Art Skills through the implementation of the State of Ohio Art Standards through the use of Studio Art, Art Criticism, and Art History. 8th Grade Art History focuses on American Art History, which connects with the 8th Grade History Class Curriculum. Students will create and critique their own Art consisting of drawings, paintings, sculptures, and will begin to explore Art Careers. Selected student Artwork will be sent to various Art Competitions, and some student Artwork will be featured in an end of the school year Art Show.

Career Based Intervention

Course: Career Based Intervention (CBI)

Prerequisites: Application Process

Grade: 8

Length: Year Long

Description: CBI provides students with an opportunity to successfully complete coursework by developing basic academic skills and gain job and employability skills and experience while earning money through genuine work experience.

English Language Arts

Courses Offered

Course: Language Arts 7

Prerequisites: None

Grade: 7

Length: Year Long

Description: We integrate the disciplines of reading, writing, speaking, listening and language development. Students will read a variety of texts, think critically, and respond through writing and speech.

Course: Advanced Language Arts 7

Prerequisites: 7.3 Grade Level Equivalent on Star ELA Score and 75th percentile on AIMSweb writing or identified as Gifted and Talented in Reading or Writing

Grade: 7

Length: Year Long

Description: We integrate the disciplines of reading, writing, speaking, listening, and language development. Students will read a variety of texts, think critically, and respond through writing and speech. Advanced students will be expected to be able to work independently, synthesize information more critically, and write with clarity.

Course: Language Arts 8

Prerequisites: None

Grade: 8

Length: Year Long

Description: Eighth Grade English Language Arts integrates the teaching of literature (fiction and nonfiction), vocabulary development, and writing. Emphasis in literature is based upon the study of authors and their works. Independent reading includes students utilizing the Renaissance program, setting individual goals and working towards meeting those goals. These reading goals as well as writing goals are required. Students will read a variety of genres including the following: novels, short stories, poetry, drama, nonfiction, by respected authors in order to enhance their cultural literacy and to expand their knowledge of the world around them (past, present and future). Students will examine literary commentary on fundamental problems, emotions and involvements in life.

To achieve writing goals, students will study the elements necessary to write clearly and concisely as well as the grammatical structures necessary for effective writing. They will produce well-developed paragraphs and essays. Students will write in a variety of modes for various purposes and audiences. In addition to writing reflective compositions, responses to literature that advance a judgment that is interpretive, analytical, evaluative or reflective, they will also compose an argumentative essay. Students will also write informational essays or reports including research that develops a controlling idea that conveys a perspective on the subject. Opportunities to connect themes and ideas across the disciplines are provided. Students will also begin work on career education.

Course: Advanced Language Arts 8

Prerequisites: 8.0 Grade Level Equivalent on Star ELA Score and 85% or better on Placement Writing Sample or identified as Gifted and Talented in Reading or Writing

Length: Semester (Half Year)

Description: Advanced English Language Arts is a literature and composition course designed for students who desire to have the skills to write effectively for their future high school Honors and Advanced Placement Literature and Composition courses as well as in their personal lives. The course requires students to read widely and write many different kinds of essays. Rhetoric, the writing process, and literature study are the three main course components. Grammar and spelling are taught through the writing process. Required readings are part of the 8th grade English Language Arts curriculum. Independent reading includes students utilizing the Renaissance program, setting individual goals and working towards meeting those goals. The course is fast-paced and demanding.

Course: Introduction to Journalism

Prerequisites: None

Grade: 7 - 8

Length: 9 Weeks (1 Quarter)

Description: The courses include an introduction to the world of mass media, basic photojournalism concepts and skills, and exploration of journalistic writing. This course is specially designed to give students insight in the expectations and skills necessary to pursue a career in journalism.

Course: Creative Writing

Prerequisites: None

Grade: 7 - 8

Length: 9 Weeks (1 Quarter)

Description: Creative Writing is an introductory course that explores different genres of writing, through both reading and writing, as well as the other necessary elements needed to improve your writing and composition skills. Through writing, thinking, and discussing, you will hopefully become a better reader, writer, and thinker.

Health/ Physical Education

Courses Offered

Course: Intro. Health 7

Prerequisites: None

Grade: 7

Length: 9 Weeks (1 Quarter)

Description: What is health and wellness, health triangle, responsible decision making, goal setting, refusal skills, communication skills, stress management, mental and emotional health, suicide and how to prevent it, and mental health resources.

Course: Intro. Health 8

Prerequisites: None

Grade: 8

Length: 9 Weeks (1 Quarter)

Description: Topics covered in this class include the following: Alcohol, effects of alcohol on your body, alcoholism, dangers of alcohol, how to get help for alcoholics and

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their families. Drugs misuse and abuse, addiction, types of drugs and the effects on the brain and body, getting help for drug addiction and their families. Tobacco and the numerous effects it has on every organ in the human body, statistics of tobacco use, nicotine addiction, tobacco's cost to society, help for tobacco addiction.

Course: Intro. Physical Education 7

Prerequisites: None

Grade: 7

Length: 9 Weeks (1 Quarter)

Description: Physical Education is a fitness-based course based upon the components of fitness (muscular strength, muscular endurance, cardio-respiratory fitness, flexibility & body composition) with emphasis also on the skills of fitness (power, agility, stamina, balance, coordination & reaction time) and furthers lifetime/lifestyle activities instruction and practices for the purpose of lifetime wellness through regular physical activity participation. Instruction will include a variety of sport and sport like activities/gaming (net and target oriented) with emphasis on recreation/leisure participation(s).

Course: Physical Education 8

Prerequisites: None

Grade: 8

Length: 9 Weeks (1 Quarter)

Description: Physical Education is a fitness-based course based upon the components of fitness (muscular strength, muscular endurance, cardio-respiratory fitness, flexibility & body composition) with emphasis also on the skills of fitness (power, agility, stamina, balance, coordination & reaction time) and furthers lifetime/lifestyle activities instruction and practices for the purpose of lifetime wellness through regular physical activity participation. Instruction will include a variety of sport and sport like activities/gaming (net and target oriented) with emphasis on recreation/leisure participation(s).

Health Sciences Pathway

Courses Offered

Course: Intro. Health and Nutrition 7

Prerequisites: None

Grade: 7

Length: 9 Weeks (1 Quarter)

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Description: Topics in this class cover physical activity and fitness, importance of exercise, setting fitness goals, sports conditioning, nutrition, nutrients, weight problems, appropriate weight, and eating disorders.

Course: Intro. Health and Nutrition 8

Prerequisites: None

Grade: 8

Length: 9 Weeks (1 Quarter)

Description: Students will learn about personal health care, being a smart consumer when purchasing products, health care services, communicable disease, non-communicable disease, preventing disease, safety and health emergencies.

Information Technology/ Pre- Engineering Pathway

Courses Offered

Course: Google Apps

Prerequisites: None

Grade: 7 – 8th

Length: 9 Weeks (1 Quarter)

Description: This is a **9 week course** that will cover Google Docs, Google Sheets, Google Slides, as well as organization of files in Google Drive. Word processing, data management with spreadsheets and charts, and presentations with slide shows will be explored. We will also cover use of the school Email account and Progress Book. Students will gain a good foundation into using their Chromebooks as an effective learning and communication tool. An All-Inclusive project will be the culminating activity.

Course: Coding and Programming

Prerequisites: None

Grade: 7 – 8th

Length: 9 Weeks (1 Quarter)

Description: This is a **9 week course** that will cover a variety of coding and programming options. The main focus of the course will be object oriented programming on Code.org, and **Scratch**, developed by MIT. **Scratch** is a programming language where students can program and share interactive media such as stories, games, and animation. As students create with Scratch, they learn to think creatively, work collaboratively, and reason systematically. If time permits, we will also take a peek at Processing JS (Javascript) to learn the basics of drawing on screen.

Course: Computer Aided Design (CAD)

Prerequisites: None

Grade: 7 – 8th

Length: 9 Weeks (1 Quarter)

Description: This is a **9 week course** that will explore geometric and spatial reasoning with drawing in 3D with **Sketchup**. Students will draw and measure with precision, duplicate, and create everything from a table to a room to a house. Final project is to draw the computer lab in specific detail. We will also explore the Interior Design aspect with **Floor Planner**, a Google app. This allows a less technical look and emphasizes design in a living space. The Final project here will be to design an apartment.

Course: Web Page Programming

Prerequisites: None

Grade: 7 – 8th

Length: 9 Weeks (1 Quarter)

Description: This is a **9 week course** that will have students coding their own web page from the ground up using HTML5, hypertext markup language. This is the industry standard in web page coding. Students will discuss topics in ethical information, copyright respect, and web responsibility. Final project would be to create a well-detailed website that shares information with other students on a topic that is of interest to each student, as long as it is school appropriate. Web pages could also be created for school clubs or other school organizations.

Course: Robotics I

Prerequisites: None

Grade: 7 – 8th

Length: 9 Weeks (1 Quarter)

Description: A **9 week beginning course** in robotics design and programming using Lego Mindstorms EV3 components and software. We will learn the basic components of a Lego robot and build a driving base. Then, we will progress through the various sensors, how to use and program them, to provide us with data. We'll analyze the data and use it to program a variety of add-ons and functions for our basic robot. Final project will be to build and program a robot that can sense objects and retrieve them to the starting location.

Course: Robotics II

Prerequisites: Robotics I

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Grade: 7 – 8th

Length: 9 Weeks (1 Quarter)

Description: A **9 week advanced course** building on the basics learned in the Robotics I course, we utilize open-ended, problem-solving activities that make learning science, technology, engineering, and mathematics through real-life robotics engaging and fun. We follow very simple three-step process: Make it move, Make it smarter, and Make a system. This curriculum mimics the engineering design process used by scientists and engineers in many industries. Each project starts with a design brief explaining the challenge, uses videos of robots in action to make real-world connections, and culminates in a final project that can be shared and presented.

Mathematics

Courses Offered

Course: Math 7

Prerequisites: None

Grade: 7

Length: Year Long

Description: This course is an on-grade level course that covers the 7th grade Common Core State Standards. This course builds on the foundation established in 6th grade of the following topics: the number system, ratios and proportional relationships, statistics and probability, geometry, and expressions and equations. Mathematical practices, as defined by CCSS, are woven through each unit.

Course: Advanced Math 7

Prerequisites: 800 Scaled Score on Star Math Score and 80% or better on Advanced Math Placement Test or Identified as Gifted and Talented in Math

Grade: 7

Length: Year Long

Description: This fast-paced course is combination of 7th and some 8th grade Common Core State Standards. This course covers the following topics: rational numbers and exponents, proportionality and linear relationships, introduction to sampling and inference, and creating, comparing and analyzing geometric figures. Mathematical practices, as defined by CCSS, are woven through each unit.

Course: Math 8

Prerequisites: None

Grade: 8

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Length: Year Long

Description: In Grade 8 Mathematics, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Course: Algebra

Prerequisites: 850 Scaled Score on Star Math Score, 85% or better on Algebra Eligibility Assessment or Identified as Gifted and Talented in Math

Grade: 8

Length: Year Long

Description: In-depth study of algebraic concepts and processes to represent and solve problems that involve variable quantities. Includes using and relating graphical and symbolic representations and techniques. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Music Education

Courses Offered

Course: Band 7

Prerequisites: Band 6th Grade Year

Grade: 7

Length: Year Long

Description: The 7th Grade Band is a year-long course designed to further develop and build upon students' performance skills on the various wind and percussion instruments. The focus will be to continue to expand upon the musical skills the students have learned in 5th and 6th grade band. Students will explore topics of music

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theory and performing concepts in greater depth. 7th grade band helps foster students' leadership abilities through their musical experiences. Band provides all students with the opportunity for worthy use of their time, a means for self-expression, and a healthy social experience. In addition to large group ensembles, individual growth and achievement are encouraged through participation in adjudicated events, honor bands, and private lessons. The 7th grade band performs in at least three concerts a year. Prerequisite for 7th grade band is 6th grade band.

Course: Band 8

Prerequisites: Band 7th Grade Year

Grade: 8

Length: Year Long

Description: The 8th Grade Band is year-long course. This is the middle school's most advanced performing ensemble, linking previously learned skills with the concepts and musical knowledge the students will need to know to be successful in high school band. The students will continue to explore topics of music theory along with more advanced performing concepts. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. 8th grade band helps foster students' leadership abilities through their musical experiences. Band provides all students with the opportunity for worthy use of their time, a means for self-expression, and a healthy social experience. In addition to large group ensembles, individual growth and achievement are encouraged through participation in adjudicated events, honor bands, and private lessons. The 8th grade band performs in at least three concerts a year. Prerequisite for 8th grade band is 7th grade band.

Course: Intro to Band

Prerequisites: None

Grade: 7 – 8th

Length: Year Long

Description: Beginning band is a yearlong course designed for students who have never played in band before and wish to join the band program. If you ever regretted not joining band in 5th grade or recently have interest in joining, now is your chance! This course is designed to prepare you and catch you up for 8th grade band the following year. At this point in the band program, percussion is no longer an option due to oversized percussion sections. All of the wind instruments are still an option for you. You will need to obtain or rent an instrument for this class. The rent to own program depending on your instrument is roughly \$30 a month. More information about instruments will be given the first week of the class. Daily practice at home will also be a requirement due to the accelerated nature of this course. Students will have to take their instruments home each day to practice.

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Course: Allegro Moderato Orchestra (7th Grade)

Prerequisites: None

Grade: 7

Length: Year Long

Description: Allegro Moderato Orchestra is a year-long course that rehearses Monday through Friday throughout the given school year. This course also holds occasional after-school rehearsals and at least three (3) after school performances throughout the year. Students enrolled in this course are continuing to develop their knowledge of their string instrument from their elementary and seventh grade school years. The philosophy of this course is to expose orchestra students to new techniques, skills, and a variety of music that will enable them to grow as musicians and young adults. Goals for this course are to further encourage the student's audiation, musicianship, and playing skills through a variety of literature, and performances. As well as prepare students for successful participation in future orchestras and ensembles, and greater performance opportunities through a variety of ensembles. The objectives that will be met during this course are the following: Intermediate bowing techniques, Rhythmic patterns of quarter notes through 16th notes, major scales up to 1 flats and 3 sharps, minor scales up to 1 sharp, beginning double stops, early introduction to small ensemble performing, and a sense of responsibility to a performing ensemble and many other musical concepts.

Course: Con Brio Orchestra (8th Grade)

Prerequisites: None

Grade: 8th

Length: Year Long

Description: Con Brio Orchestra is a year-long course that rehearses Monday through Friday throughout the given school year. This course also holds occasional after-school rehearsals and at least three (3) after school performances throughout the year. Students enrolled in this course are continuing to develop their knowledge of their string instrument from their elementary and seventh grade school years. The philosophy of this course is to expose orchestra students to new techniques, skills, and a variety of music that will enable them to grow as musicians and young adults. Goals for this course are to further encourage the student's audiation, musicianship, and playing skills through a variety of literature, and performances. As well as prepare students for successful participation in future orchestras and ensembles, and greater performance opportunities through a variety of ensembles. The objectives that will be met during this course are the following: Advanced bowing techniques, Complex rhythms of dotted notes and 6/8 time, major scales up to 2 flats and 3 sharps, minor scales up to 1 flat and 2 sharps, beginning shifting techniques, double stops, musical style, advanced phrasing, and a sense of responsibility to a performing ensemble and many other musical concepts.

Course: Andante Orchestra (Beginning)

Prerequisites: None

Grade: 7 – 8th

Length: Year Long

Description: Andante Orchestra is a year-long course that rehearses Monday through Friday throughout the given school year. This course also holds occasional after-school rehearsals and at least three (3) after school performances throughout the year.

Students enrolled in this course are beginning to develop their knowledge of their string instrument. The philosophy of this course is to expose orchestra students to new and exciting skills, techniques, and forms of music. Goals for this course include having students complete the basic requirements to finish the Sound Innovation's Book 1.

Students will also be preparing for successful participation in future orchestras and ensembles. The objectives that will be met during this course are the following:

Instrument posture and bow hold formation, reading music, rhythmic patterns of whole notes through 8th notes, major scales of 0 through 2 sharps, basic bow techniques such as – staccato, legato, slurs and ties; and a sense of responsibility to a performing ensemble and many other musical concepts. Please be aware that students will need to purchase or rent their own instrument for this course. The Loft Violin Shop is the current music company that the orchestra program uses for instruments, books, and repairs.

The Loft Violin Shop offers rent to own programs in which all rental instruments come with the following: instrument, bow, shoulder rest or rock stop, rosin, cleaning cloth, and a case. Here are the monthly costs for a rental with the Loft Violin Shop: Violin - \$20.00 + tax Viola - \$30.00 + tax Cello - \$40.00 + tax Bass - \$50.00 + tax

Course: Music Appreciation 7

Prerequisites: None

Grade: 7

Length: 9 Weeks (1 Quarter)

Description: This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. This nine week course covers early musical forms, classical music, and American jazz.

Course: Music Appreciation 8

Prerequisites: None

Grade: 7

Length: 9 Weeks (1 Quarter)

Description: This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. This nine week course covers early musical forms, classical music, and American jazz.

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Elaine Seimer, Assistant Principal

Lance Stoneking, Guidance Counselor

Elaina White, Secretary

Amy Watkins, Secretary

Course: Chorus 7

Prerequisites: None

Grade: 7th

Length: Year Long

Description: 7th grade chorus is a year-long course open to any student who wishes to sing. Students will learn basic singing technique and work to develop a healthy, supported tone. Emphasis will be placed on basic musical literacy and sight singing skills. Choir students are required to participate in 3 concerts each year, typically in December, March and May. Additional solo and group performance opportunities are available for the students who wish to enrich their choral experience.

Course: Chorus 8

Prerequisites: None

Grade: 8th

Length: Year Long

Description: 8th grade chorus is a year-long course open to any student who wishes to sing. 8th grade choir is designed to prepare singers for success in high school choir. Students will learn intermediate to advanced vocal technique, with emphasis on breath support and a focused, rounded tone. Students will be placed in the voice part that suits them best, following an individual vocal assessment. Intermediate musical literacy and sight singing skills will be taught. Choir students are required to participate in 3 concerts each year, typically in December, March and May. Additional solo and group performance opportunities are available for the students who wish to enrich their choral experience. There is no prerequisite, although participation in 7th grade choir is preferred.

Science

Courses Offered

Course: Science 7

Prerequisites: None

Grade: 7

Length: Year Long

Description: 7th Grade Biological Science focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems. The three main focuses for 7th Grade Biological Science are the

Cycles and Patterns of Earth and the Moon, the Conservation of Mass and Energy, and the Cycles of Matter and Flow of Energy.

Course: Science 8

Prerequisites: None

Grade: 8

Length: Year Long

Description: This introductory science course will provide instruction in the basic concepts of Geology, Biology, and Physical Science. This course covers ideas from the creation of the universe to the evolution of life and how it adapts to its surroundings and all the forces involved in these processes.

Social Studies

Courses Offered

Course: World History 7

Prerequisites: None

Grade: 7

Length: Year Long

Description: This is a study of Ancient World History. In this course of study, students will cover topics from Ancient Greece to the Enlightenment. Students will study how geography, religion, and politics play a major role in ancient societies and how those societies compare to the world today. Students will use their Chromebooks to research information and apply it to each unit throughout the course.

Course: American History 8

Prerequisites: None

Grade: 8

Length: Year Long

Description: American History 8 is a study of the discovery of America, from Christopher Columbus to the end of the Civil War and Reconstruction (1492-1877). Discover how a simple collection of colonies become the greatest nation on earth, defeating the most powerful monarch of Europe, only to find themselves in a fight over

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their own land. Students will learn the economic factors that lead to the practice of slavery and the cultural influence that will impact America until this day. See how a nation grows and learn about the greatest leaders and documents of our time, such as the Declaration of Independence, Constitution, and the Bill of Rights. The founding fathers and the sixteen Presidents that follow, are just a few of the examples of people that carved the United States of America into the nation we now call home.

World Languages

Courses Offered

Course: Spanish I

Prerequisites: 8.0 Grade Level Equivalent on Star ELA Score and 85% or better on Placement Writing Sample or identified as Gifted and Talented in Reading or Writing

Grade: 8

Length: Semester (Half Year)

Description: Spanish I will provide the student with a general introduction to the Spanish language: its sound system, pronunciation, functional vocabulary related to everyday life, cultural information, and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading, and limited writing. The main objective of the course is to develop the students' ability to carry on a simple conversation. This will be provided via instruction that teaches a basic understanding of Spanish culture and vocabulary using memorized phrases and lists of words. Students will begin to learn to use inferences and context clues to uncover the main idea and important details of more complex, authentic texts. At the end of this course, successful students will be able to communicate at the Novice-Mid level of proficiency, as defined by the American Council on the Teaching of Foreign Languages.

Course: French I

Prerequisites: 8.0 Grade Level Equivalent on Star ELA Score and 85% or better on Placement Writing Sample or identified as Gifted and Talented in Reading or Writing

Grade: 8

Length: Semester (Half Year)

Description: French I students start to communicate in French on the first day of class. Beginning with common everyday expressions, they learn to converse with the teacher and one another. Songs and games also are used to enrich learning in this beginning

level course. Taught in French, the immersive environment creates a challenging, fun, safe, and authentic atmosphere in which language learning may take place. At the end of the course, successful students will be able to communicate at the Novice-Mid level of proficiency, as defined by the American Council on the Teaching of Foreign Languages. They will be able to answer questions about themselves, present basic information about their interests, friends, and family, and understand main ideas and high-frequency vocabulary words in authentic texts.

Course: Chinese I

Prerequisites: 8.0 Grade Level Equivalent on Star ELA Score and 85% or better on Placement Writing Sample or identified as Gifted and Talented in Reading or Writing

Grade: 8

Length: Semester (Half Year)

Description: The study of the language and culture of the Chinese-speaking world leads to the ability to communicate in a range of situations and glean meaning from a variety of texts. The course begins with a concentrated study of Mandarin Phonetics. Chinese characters are also introduced, along with simple vocabulary items for daily use, liberally supplemented with sentence pattern drills and exercise and essentials of grammar. At the end of the class, students will be able to communicate at the Novice-Low level of proficiency, as defined by the American Council on the Teaching of Foreign Languages. Students will be able to read, write, listen, and speak about the following topics: Greetings, goodbyes, and introductions; describing the personalities, and activities of family members and friends; school schedules, supplies, activities, teachers, and opinions of classes and teachers; food, drinks, restaurants, cafés, and grocery stores; leisure activities; descriptions and opinions of homes, apartments, and neighborhoods; different stores and sites in cities; parties and social events; clothing. Students may be required to purchase materials.