

# Hampton Middle School



Program of Studies  
2015-2016

Hampton Middle School is designed specifically to allow all children to transition from childhood into adolescence. During these three years, students will be given opportunities to experience many disciplines taught by a strong core of teachers who work together to integrate their courses. The administrators, teachers, and counselors will constructively guide and reinforce each student as he or she explores a changing world and self.

This program of studies provides an overview of the Hampton Middle School curriculum with brief descriptions of the planned courses for each grade. Please review the following guide. If you have questions, please feel free to contact any of the people listed below:

## **Hampton Middle School Administration/Staff**

Dr. Eric W. Stennett, Principal .....	412-492-6358
Mrs. Renee Perez, Principal’s Secretary .....	412-492-6356
Mrs. Marlynn Lux, Assistant Principal.....	412-492-6357
Mrs. Robin Machuga, Assistant Principal’s Secretary .....	412-492-6355
Mrs. Danielle Wike, Guidance Counselor .....	412-492-6360
Mrs. Jill Kampmeyer, Guidance Counselor .....	412-492-6359
Mrs. Jessica Barry, Guidance Secretary .....	412-492-6372
Mrs. Amy Baxter, Nurse .....	412-492-6361
Mrs. Lidia Liberto, Nurse’s Secretary.....	412-486-6000 Ext. 2102
Mrs. Esther Andrle, Librarian .....	412-492-6362
Mrs. Sandy Winters, Library Secretary .....	412-486-6000 Ext. 2002

## **High School Administration**

Dr. Marguerite Imbarlina, Principal .....	412-492-6378
Mrs. April Carson, Principal’s Secretary .....	412-492-6376
Dr. Stephen Pellathy, Assistant Principal .....	412-492-6377
Mr. Michael, Assistant Principal .....	412-492-6383
Mrs. Karen Wheeler, Assistant Principal’s Secretary .....	412-492-6375
Mrs. Henrietta Doren, Attendance Secretary.....	412-492-6399
Mrs. Kimberly Cavitt, Counselor 10 <sup>th</sup> & 12 <sup>th</sup> Grades (A-K).....	412-492-6380
Mr. Matthew Combi, Counselor 9 <sup>th</sup> & 11 <sup>th</sup> Grades (A-K) .....	412-492-6381
Mrs. Terri Koprivnikar, Counselor 9 <sup>th</sup> & 11 <sup>th</sup> Grades (L-Z).....	412-492-6382
Mrs. Marlie Stein, Counselor 10 <sup>th</sup> & 12 <sup>th</sup> Grades (L- Z).....	412-492-6334
Mrs. Dolores Breslawski, Counselor’s Secretary .....	412-492-6379
Mr. William Cardone, Athletic Director .....	412-492-6389
Mrs. Yolanda Schwab, Athletic Director’s Secretary.....	412-486-6000 Ext. 1514

# The Academic Environment

The Middle School encompasses grades six, seven and eight. In all grade levels, the academic teachers employ a team approach. By bringing together several teachers and a common group of students, teaming creates a small, caring family which ensures that no student will go unnoticed.

The five academic teachers work together as a team to coordinate curriculum, plan interdisciplinary activities and share insights about the progress and needs of each student. Students also pursue art, family and consumer science, computer science, health and technology education through the rotation classes. Music, and physical education are also important components of our program, as the students rotate these classes every other day.

In the eighth grade, the students will have the opportunity to choose semester classes, which helps students to identify their passions and pursue them. These semester classes allow students to explore areas of interest, such as band, orchestra, chorus, art, advanced physical education, computer programming, etc. Students will also continue with their rotation classes. Additionally, most students will be required to schedule a level one world language.

In each grade level, every student is assigned a tutorial period. Academic teachers proctor the tutorial sessions which gives students the opportunity for instructional support from every academic discipline.

## Guidance Services

Middle School counselors fulfill a vital role in helping students to meet their personal, social, educational, and career needs. The counselors use their expertise to provide counseling, instruction, consultation, prevention and intervention services in order to help students make informed, positive choices. As Middle School students gain knowledge and learn effective processes, each individual will be empowered to create a quality life for him/herself.

Career Exploration is also part of the Middle School counseling program. Through the use of *Naviance* and *Career Cruising*, students are able to begin investigating potential future career options. Through *Career Awareness*, one of the eighth grade rotations, students research career options using the tools available through the online programs.

Middle School counselors play important roles in the Advisory and Bullying Prevention Program. They work with the teachers to establish the lessons being offered to students. Lessons pertain to preventing and reporting incidents of bullying, cyber-bullying and how those topics relate to interpersonal relationships among Middle School Students.

Counselors also prepare eighth graders for the high school scheduling process. They work in conjunction with the High School Guidance Counselors to help to create a smooth transition from the Middle School to the High School.

# **PSSA's and Keystone Exams**

Currently, students in grades 3-8 are required to take PSSA tests in the spring of each school year. Additionally, students are required to take Keystone exams as end-of-course tests in Algebra I, Biology, and Literature. Since many of our students take Algebra I during the Middle School years, the Algebra I Keystone exam will be administered as the students complete the course.

As the state finalizes its plan for Keystone exams, future editions of the Program of Studies will be adjusted to reflect those changes.

# **Advanced Math Courses and Honors Courses**

We encourage all students to stretch and take the most rigorous courses possible. Honors and advanced courses provide such opportunities. While encouraging students to stretch, we also want to ensure that they are successful; consequently, teachers and counselors utilize a placement rubric. The rubric includes the Educational Records Bureau – Comprehensive Testing Program assessment (ERB), grades in current courses, teacher recommendations on work ethic, and scores on quizzes and tests. If parents believe their son or daughter can be successful in the more rigorous level of a course, parents may petition the principal to schedule against the recommendation formulated by the rubric. The appropriate form can be obtained from the counselors' office which will be reviewed by the principal.

# Library/Media Center

## **K – 12 Library/Media Curriculum**

The mission of the Hampton Middle School Library/Media Center is to ensure that students are lifelong learners and effective users of ideas and information.

The Library/Media Center program encourages students to read and appreciate literature by maintaining a diverse collection that supports the educational, informational and recreational needs of our Middle School students.

Our Library/Media Center serves as a learning commons where students come together to collaborate and examine ideas, create new knowledge and share that knowledge with others. It provides students with 21<sup>st</sup> century learning skills and encourages them to become independent users of ideas and information.

Library/Media Specialists and Teachers:

- Work collaboratively to develop a curriculum that provides the students opportunities to acquire information literacy skills.
- Investigate and disseminate current information to enhance district curricula.
- Work cooperatively to acquire materials that supplement classroom learning.
- Participate in collaborative efforts with other libraries and institutions to expand available resources.

# **COURSE DESCRIPTIONS**

# English

## English – 0651

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**GRADE 6**

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2 Semesters

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Sixth grade English is designed to enable the student to gain proficiency in the following modes of writing: expository, argumentative, and narrative. Students study grammar and mechanics and work toward varying sentence structure and improving word choice. Students are introduced to new vocabulary in order to enhance their writing and build their word knowledge. One emphasis is on constructing a well-developed paragraph and then advancing to multi-paragraph pieces. Careful attention is given to the introduction and concluding paragraphs in essays. To promote a uniform Language Arts program, Reading and English collaborate on a variety of topics, assignments, and assessments.

Major Text(s)/Resource(s): *Elements of Language*, © 2009, Holt, Rinehart, Winston

## English – 0751

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**GRADE 7**

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2 Semesters

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Seventh grade English builds skills within all modes of communication, including reading, writing, speaking, and listening. Students study grammar and mechanics and work toward improving sentence structure, word choice, and coherence in written work. The emphasis is on constructing a well-developed paragraph, and then advancing to multi-paragraph pieces for argumentative, expository and narrative writing. Often through inter-disciplinary work with Reading classes, students create and present a series of projects to practice and refine skills related to writing, public speaking, and technology. Literature, including diverse nonfiction texts, will be used as a means of reinforcing analytical, critical thinking, and close reading skills, and will provide a springboard for reflections and discussions across varied media to further reinforce all modes of communication.

Major Text(s)/Resource(s): *Elements of Language*, © 2009, Holt, Rinehart, Winston, *Write Source*, ©1999, Great Source

# Honors English – 0850

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**GRADE 8**

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2 Semesters

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Eighth grade Honors English is a literature and writing course geared toward those students who like to read, read above grade level, enjoy discussing what they have read, and are interested in developing their writing skills across all levels of discourse. Much of the course work revolves around the study of both short and full-length fiction and non-fiction works as well as poetry as students learn to understand, analyze, discuss, and write about literature. Works used in the class may be as much as two years above grade level. Additionally, students will have independent reading assignments. The course furthermore seeks to develop excellence in informative, argumentative, text-dependent analysis, and narrative writing; and a variety of longer writing assignments of each type will be completed. Although the goals of the class are similar to those in Academic English 8, the pacing and depth of analysis are more rigorous.

Major Text(s)/Resource(s): *Elements of Language*, © 2009, Holt, Rinehart, Winston; *Vocabulary Workshop* ©2005; Irene Hunt's *Across Five Aprils*; Jack London's *The Call of the Wild*; George Orwell's *Animal Farm*; Hans Peter Richter's *Friedrich*; Sir Arthur Conan Doyle's *The Hound of the Baskervilles*; *The Sci-Fi Factor*, Perfection Learning; Elie Wiesel's *Night*; *Poetry in Three Dimensions*, books one and two.

- Criteria for Recommendation:
1. A rubric based on ERB scores, grades in current courses, teacher recommendations with regard to work ethic, and scores on quizzes and tests will be utilized to appropriately place students in honors and accelerated courses.
  2. If parents wish to have their child enrolled in a more rigorous course, the student must obtain the appropriate form from the guidance office for review and approval by the principal.
  3. If parents believe their son or daughter can be successful in the more rigorous level of a course, parents may petition the principal to schedule against the recommendation formulated by the rubric.

# Academic English – 0851

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**GRADE 8**

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2 Semesters

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Eighth grade Academic English is a writing and literature course, with a focus on achieving proficiency in writing multi-paragraph argumentative and informative essays, text-dependent analyses, and narratives. A second focus is the development of literary analysis skills through the study of numerous full-length fiction and non-fiction works, poetry, and short stories. Also emphasized is vocabulary study that stresses the use of varied, interesting, and precise word choices.

Major Text(s)/Resource(s): *Elements of Language*, ©2009, Holt, Rinehart, Winston; S.E. Hinton's *The Outsiders*; Todd Stasser's *The Wave*; Hans Peter Richter's *Friedrich*; Ruth Minsky Sender's *The Cage*; and *Mysterious Circumstances*, Perfection Learning.

# English Communications – 0852

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**GRADE 8**

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2 Semesters

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Eighth grade English Communications is a course that seeks to develop proficiency in writing single and multi-paragraph, argumentative, informative, and narrative pieces. Technology, including word-processing and a variety of web 2.0 tools, is used to facilitate the learning and writing process. Vocabulary is introduced through literature in the classroom, focusing on developmentally appropriate, interesting, and precise word choices. The objective of this class is to enhance reading comprehension and literary analysis skills through a more individualized level and appropriate pace. The literature component is part of the Reading Communications class, therefore students who are in enrolled in the English Communications class must also enroll in the Reading Communications class.

Major Text(s)/Resource(s): *Elements of Language* @2009 Holt; Write Source, ©1999, Great Source, Common Core Coach@2013, Edmentum (Study Island)

Criteria for Recommendation: Teacher Recommendation Only

# Reading

## Reading – 0621

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**GRADE 6**

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2 Semesters

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The sixth grade Reading course is a literature-based program that focuses on student achievement in the areas of comprehension and reading skills. Instruction is provided for growth in the interpretation and analysis of fiction and nonfiction text, understanding concepts and organization of nonfiction text, and understanding components within and between texts. To promote a uniform Language Arts program, Reading and English collaborate on a variety of topics, assignments, and assessments. Teachers incorporate a variety of materials to address the academic needs of a diverse population of students in heterogeneous classrooms. Among the materials used are a literature anthology, novels, supplemental resources, and a variety of technology tools including online textbooks, Wikispace sites, and online tutorial and reading enrichment programs.

Major Text(s)/Resource(s): *Literature*, © 2008, McDougal Littell.

## Reading – 0721

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**GRADE 7**

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2 Semesters

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The seventh grade Reading course is a literature-based program that focuses on student achievement in the areas of comprehension and reading skills. Instruction is provided for continued growth with a stronger emphasis in the interpretation and analysis of fiction and nonfiction text, the understanding of more complex concepts and organization of nonfiction text, and understanding components within and between higher-level texts. To promote a uniform Language Arts program, Reading and English collaborate on a variety of topics, assignments, and assessments. Teachers incorporate a variety of materials to address the academic needs of a diverse population of students in heterogeneous classrooms. Among the materials used are a literature anthology, novels, supplemental resources, and a variety of technology tools including online textbooks and Wikispace sites.

Major Text(s)/Resource(s): *Literature*, © 2008, McDougal Littell.

# **Reading Communications – 0821**

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**GRADE 8**

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2 Semesters

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Reading Communications is a literature course that seeks to enhance reading comprehension and literary analysis skills. Students work on developing and improving these skills through interacting with fiction and non-fiction texts, as well as classroom novels and independent reading selections. Students will engage in higher order questioning and thinking skills through common core aligned curriculum. To increase metacognition, students will learn reading skills through inquiry based learning and questioning. Teachers will facilitate the use of technology through web 2.0 tools, Google, and iPads. There is also strong emphasis on vocabulary skills including multiple-meaning words and words in context. The writing component of this course takes place in English Communications, therefore reading instruction occurs at an individualized level and a more developmentally appropriate pace. The curriculum of this class is tied to eighth grade English Communications. Therefore, students must take both classes to fulfill the eighth grade English requirement.

Major Text(s)/Resource(s): Literature, © 2008, McDougal Littell, Edmentum (Study Island)

Criteria for Recommendation: Teacher Recommendation Only

# History

## Geography & Ancient History – 0641

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**GRADE 6**

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2 Semesters

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Sixth graders will spend the first portion of the course learning about the unique geographical features of our planet. The major themes of this portion of the course are: Location, Place, Human-Environment Interaction, Movement and Region. While studying these themes, students will develop vocabulary specific to geography and foundational map skills. After this focused study of geography, students will apply this information as they are chronologically introduced to the rise of ancient civilizations of Mesopotamia, Egypt, Greece and Rome. In addition to the newly acquired geography skills, students will investigate the economics, sociology, politics and history of the regions. This course is infused with technology; utilizing Wiki spaces, streamed videos and on-line education.

Major Text(s)/Resource(s): *Ancient Civilizations*, © 2003, Harcourt-Brace.

## Medieval World History – 0741

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**GRADE 7**

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2 Semesters

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The seventh grade Medieval World History curriculum concentrates on the development of world history and geography from the Roman Empire to the Age of Exploration. The course includes the study of Europe, Asia, Africa and the Americas. The disciplines of geography, economics, sociology and government are examined to emphasize the themes of history and the underlying concepts that unify historical events. The class will focus on reading, writing and map skills, which are integral parts of the curriculum. The course is infused with technology with teachers using Wikispaces, streamed videos, online educational programs and web quests, to further engage student in the learning process.

Major Text(s)/Resource(s): *Across the Centuries*, © 2003, Houghton Mifflin Company.

# Honors American History – 0840

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**GRADE 8**

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2 Semesters

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Honors American History is a course designed for students with stronger reading, writing and critical thinking skills. The course is intended to better prepare those students who are planning to take honors level classes in high school. Students in the Honors American History course will examine the forces and events from Pre-Columbian times through the Civil War that have shaped current day America by drawing upon historical, economic, social and political events. Although the breadth of content is similar to Academic American History, the content depth, process and product are different. There is a greater emphasis on analyzing primary source material and the utilization of critical thinking skills. Instructional technology will be infused throughout this course, including tools such as back channeling chats, Wikispaces, educational alternate reality games, online animations, Discovery Education™ assessments and streaming video to further engage students in the learning process.

Major Text(s)/Recourses: *Call of Freedom: Beginnings to 1877*, © 2001, Holt, Rinehart and Winston.

Supplemental Texts and Materials: *History Unfolding: A Mind Sparks DBQ & Essay Writing Program*, *U.S. History: 1600-1865*, *Critical Thinking in United States History Series: Book One: Colonies to Constitution; Book Two: The New Republic to the Civil War Decisions*, *Decisions: The Constitution* simulation software – Tom Snyder Production, *Debating the Documents: Interpreting Alternative Viewpoints in Primary Source Documents*.

Criteria for Recommendation:

1. A rubric based on ERB scores, grades in current courses, teacher recommendations with regard to work ethic, and scores on quizzes and tests will be utilized to appropriately place students in honors and accelerated courses.
2. A commitment to Reading and Writing
3. If parents wish to have their child enrolled in a more rigorous course, the student must obtain the appropriate form from the guidance office for review and approval by the principal. If parents believe their son or daughter can be successful in the more rigorous level of a course, parents may petition the principal to schedule against the recommendation formulated by the rubric.

# American History – 0842

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**GRADE 8**

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2 Semesters

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American History is designed to enhance the student's awareness of the many forces that have shaped the patterns of American history from Pre-Columbian times through the Civil War. The course draws upon the disciplines of geography, economics, sociology and political science to emphasize the themes of history and the underlying concepts that unify historical events. It is organized on a chronological basis to help give the students a sense of time and continuity. Content reading, writing and map skills are an integral part of the curriculum. Instructional technology will be infused throughout this course, including tools such as back channeling chats, Wikispaces, educational alternate reality games, online animations, Discovery Education™ assessments and streaming video to further engage students in the learning process.

Major Text(s)/Resource(s): *Call of Freedom: Beginnings to 1877*, © 2001, Holt, Rinehart and Winston.

# Math

The Middle School math teachers understand the unique development of our students. In a subsequent year, it is possible for a student who demonstrates mathematical proficiency and motivation to move into a more accelerated math course.

## Advanced Math – 0611

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**GRADE 6**

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2 Semesters

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The Advanced Math for sixth graders is a fast-paced program designed to aid students in building an understanding of math skills and concepts through visualization and pictorial representations. Once they have a solid understanding they will then move on to symbolic representations. Student activities focus on positive and negative numbers, multiplying and dividing fractions and decimals, ratios, rate, percent, algebraic expressions, equations and inequalities, the coordinate plane, area, perimeter, surface area and volume of 2- and 3-dimensional figures, as well as an introduction to statistics. Multiple methods of assessment will be utilized to shape the students' mathematical experiences. The major focus of this course is to build confidence in problem solving.

Major Text(s)/Resource(s): Houghton Mifflin Harcourt *Math in Focus: Singapore Math* by Marshall Cavendish; Computer Software and Manipulatives

## Math – 0612

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**GRADE 6**

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2 Semesters

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The sixth grade math program is designed to demonstrate the application of mathematical concepts to real-world situations. Student activities focus on positive and negative numbers, multiplying and dividing fractions and decimals, ratios, rate percent, algebraic expressions, equations and inequalities, the coordinate plane, area, perimeter, surface area and volume of 2- and 3-dimensional figures, as well as an introduction to statistics. Multiple methods of assessment will be utilized to shape the students' mathematical experiences. The major focus of this course is to build confidence in problem solving. Throughout the year, students will gain better understanding of new concepts through visualization and pictorial representations. Once they have a solid understanding, they will then move on to symbolic representations.

Major Text(s)/Resource(s): Houghton Mifflin Harcourt *Math in Focus: Singapore Math* by Marshall Cavendish; Computer Software and Manipulatives

# Advanced Pre-Algebra – 0711

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**GRADE 6 and 7**

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2 Semesters

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The Advanced Pre-Algebra approach allows for a deeper exploration into the algebraic concepts. These concepts consist of arithmetic operations with fractions, decimals and percentages, solving equations and inequalities. There is also an introduction to coordinate geometry. These concepts will allow the students to appreciate the use of algebra in everyday situations.

Major Text(s)/Resource(s): *Prentice Hall Mathematics, Pre-Algebra*, © 2004, Prentice Hall.

- Criteria for Recommendation:
1. A rubric based on ERB scores, grades in current courses, teacher recommendations with regard to work ethic, and scores on quizzes and tests will be utilized to appropriately place students in honors and advanced courses.
  2. If parents wish to have their child enrolled in a more rigorous course, the student must obtain the appropriate form from the guidance office for review and approval by the principal.
  3. If parents believe their son or daughter can be successful in the more rigorous level of a course, parents may petition the principal to schedule against the recommendation formulated by the rubric.

# Pre-Algebra – 0712

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**GRADE 7**

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2 Semesters

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The seventh grade Pre-Algebra program teaches students the knowledge of structure, functioning and reasoning in the mathematical process. Significant mathematical topics such as arithmetic operations with fractions, decimals, percents, equation solving and an introduction to coordinate geometry are presented so that students have the opportunity to develop the mathematical maturity necessary for the study of algebra. Pre-Algebra links elementary arithmetic with the abstractions of algebra.

Major Text(s)/Resource(s): *Prentice Hall Mathematics, Pre-Algebra*, © 2004, Prentice Hall.

# Algebra 1 Honors – 0812

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**GRADE 7 and 8**

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2 Semesters

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Providing in-depth instruction at an accelerated pace, the Algebra I Honors course is designed to foster in students the critical thinking and real-world problem solving skills needed as the foundation of true algebraic reasoning. Multiple representations will be emphasized as a key to effective mathematical modeling – students will become skilled at solving practical problems through the use of symbols, graphs, tables, diagrams and technology. After solving problems through this varied course of study, students will check the reasonableness of any result; the “language” of algebra will be emphasized as a key to the meaningful interpretation of any conclusion. By the end of the course, students will be able to graph linear and quadratic functions, solve multi-step equations and inequalities, simplify and factor polynomials, and interpret the solutions to systems of equations.

Major Text(s)/Resource(s): *Prentice Hall Mathematics, Algebra 1*, © 2004, Prentice Hall.

- Criteria for Recommendation:
1. A rubric based on ERB scores, grades in current courses, teacher recommendations with regard to work ethic, and scores on quizzes and tests will be utilized to appropriately place students in honors and advanced courses.
  2. If parents wish to have their child enrolled in a more rigorous course, the student must obtain the appropriate form from the guidance office for review and approval by the principal.
  3. If parents believe their son or daughter can be successful in the more rigorous level of a course, parents may petition the principal to schedule against the recommendation formulated by the rubric.

# Algebra I Essentials - 0815

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**GRADE 8**

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2 Semesters

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Students who take the Algebra I Essentials Course will be provided with review, practice, application and extensions of the mathematical skills necessary for success in Algebra I. Multiple methods of assessment will be utilized to determine retention skills and those lost that require re-teaching and practice. The content of the course will focus on: proportional reasoning, geometry, linear equations, the number system and statistical analysis. Students will move quickly from the basic skills to the application and extension to ensure better retention for a full year of Algebra I in ninth grade.

# Geometry Honors – 0818

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**GRADE 8**

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2 Semesters

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Geometry will help the student to perceive the role of inductive and deductive reasoning in both mathematical and non-mathematical situations. Furthermore, the student will learn to appreciate the need for clarity and precision of language. The course includes discussion on the subject of deductive proofs, angles and perpendicular lines, parallel lines, congruent triangles, circles, areas and volumes of solid and plane figures and an introduction into coordinate geometry. A TI-83+ or TI-84+ graphing calculator is strongly recommended.

Major Text(s)/Resource(s): *Geometry*, © 2004, Prentice Hall

Criteria for Recommendation: B or higher in Algebra I Honors.

# Science

## Science – 0631

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**GRADE 6**

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2 Semesters

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The sixth grade Science course develops thinking and problem-solving skills through a variety of multi-faceted lab investigations and cooperative group learning experiences. Strands taught include: the Nature of Science (tools and measurement), Motion (forces, fluids, energy, machines and work), Chemistry Introduction, Earth Science (the dynamic earth, rocks and minerals, weather and the atmosphere, and oceanography), Earth History and the Earth's Natural Resources.

Major Text(s)/Resource(s): Prentice Hall Module: *The Nature of Science*, © 1997. Prentice Hall Module: *Motion, Forces and Energy*, © 1997. Prentice Hall Module: *Dynamic Earth*, © 1997, Prentice Hall Module: *Exploring Planet Earth*, © 1997. Prentice Hall Module: *Exploring Earth's Weather*, © 1997. Prentice Hall Module: *Ecology-Earth's Natural Resources*, © 1997. Prentice Hall Module: *Evolution*, © 1997. Globe Workbook: *Atoms and Elements*. Globe Workbook: *Matter and Energy*. Globe Workbook: *Oceans and Atmosphere*. Globe Workbook: *Geology*. Videodiscovery Laser Disk: *The Atmosphere*. Videodiscovery Laser Disk: *Physics of Flight*. Videodiscovery Laser Disk: *The Water Planet*. Videodiscovery Laser Disk: *Understanding Earth*. CBL-2 with TI 83 Graphing Calculator Programs with Sensors (Motion, temperature and pH). Geographical Information Systems with ARCVIEW software program using Global Positioning Units. ABC television CD-ROMs on earthquakes and dinosaurs. Videodiscovery Software – Science Sleuths on the Scientific Method.

## Science – 0731

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**GRADE 7**

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2 Semesters

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The seventh grade Science course is a life science program that is designed to help students learn about the organization, structure and function of all living things. It is divided into three major components including Cytology (Cells and Heredity); Comparative Anatomy (Tissue, Organs and Systems of Humans compared to an Earthworm, Fish and Frog); Classification (Monerans, Protists, Fungi, Plants and Animals); and Ecology. Students are challenged to develop and to use data, as well as analytical and critical thinking skills.

Major Text(s)/Resource(s): Prentice Hall Module: *Cells*, © 1997. Prentice Hall Module: *Heredity*, © 1997. Prentice Hall Module: *Human Biology*, © 1997. Prentice Hall Module: *Parade of Life – Monerans, Protists and Plants*, © 1997. Prentice Hall Module: *Living Resources* © 1997. Prentice Hall Module: *Parade of Life – Animals*, © 1997. Globe Workbook: *Life Processes*. Globe Workbook: *Survey of Living Things*. Globe Workbook: *Human Biology*. Videodiscovery Laser Disk: *Bio Sci II*. Videodiscovery Laser Disk: *Anatomy*. CyberEd Computer Ecology software. *Adam – The Inside Story* software.

# Honors Science – 0830

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**GRADE 8**

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2 Semesters

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The eighth grade Honors Science course is designed for students with strong skills in problem solving, mathematical computation and comprehension, and technological application. There are three main components that differentiate the Honors course from the Academic course. They include independent reading and writing, advanced inquiry extension labs, and in-depth application of mathematical processes and computation skills.

As is the case with the regular eighth grade science class, this course will incorporate Physical Science (heat, magnetism, electricity, sound, light and a heavy emphasis in chemistry), Astronomy (astronomical tools, the planets, and the stars) and Ecology (marine ecology, rainforest ecology, species adaptations, and ecological careers). Although the breadth of content is similar to the regular eighth grade science course, the content depth, process, and product will be different. There will be a constant emphasis on higher-level critical thinking skills and independent thinking skills applied to a variety of tasks, including writing lab hypotheses, independent readings, planning and performing experiments, charting and graphing results, analyzing experimental data using mathematical applications, and drawing conclusions. Students will then apply these concepts and skills to solve real-world problems.

Major Text(s)/Resource(s): Prentice Hall *Physical Science Concepts in Action* Honors Enrichment Text, Prentice Hall Module: *Heat Energy*, © 1997. Prentice Hall Module: *Magnetism and Electricity*, © 1997. Prentice Hall Module: *Sound and Light*, © 1997. Prentice Hall Module: *Exploring the Universe*, © 1997. Prentice Hall Module: *Matter: Building Block of the Universe*, © 1997. Prentice Hall Module: *Chemistry of Matter*, © 1997. Prentice Hall Module: *Environmental Science*, © 2007. Videodiscovery Software: *Science Sleuths, Volume 1*. Videodiscovery Software: *Science Sleuths, Volume 2*. Videodiscovery Laser Disk: *The Universe*. The University of Pittsburgh: *Chemistry, Physics and Astronomy Hands-On Lab and Demonstration Series*. Pasco Inquiry Labs. Plato Computer Simulation Labs. Digital Frog International: *The Digital Field Trip to the Rainforest*. Software Sea World: *Marine Ecology Education Program*.

- Criteria for Recommendation:
1. A rubric based on ERB scores, grades in current courses, teacher recommendations with regard to work ethic, and scores on quizzes and tests will be utilized to appropriately place students in honors and accelerated courses.
  2. Consistent above- average Grades in Mathematics, Writing and Reading
  3. If parents wish to have their child enrolled in a more rigorous course, the student must obtain the appropriate form from the guidance office for review and approval by the principal. If parents believe their son or daughter can be successful in the more rigorous level of a course, parents may petition the principal to schedule against the recommendation formulated by the rubric.

# Science – 0832

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## GRADE 8

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2 Semesters

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The eighth grade Science course incorporates three strands of science. They include: Physical Science (heat, magnetism, electricity, sound, light and a heavy emphasis in chemistry), Astronomy (astronomical tools, the planets, and the stars), and Ecology (marine ecology, rainforest ecology, species adaptations, and ecological careers). The course emphasizes the steps of the scientific method by using a myriad of hands-on labs, national science standard software and problem-solving activities that involve analyzing discrepant events. All units incorporate individual and cooperative learning activities.

Major Text(s)/Resource(s): Prentice Hall Module: *Heat Energy*, © 1997. Prentice Hall Module: *Magnetism and Electricity*, © 1997. Prentice Hall Module: *Sound and Light*, © 1997. Prentice Hall Module: *Exploring the Universe*, © 1997. Prentice Hall Module: *Matter: Building Block of the Universe*, © 1997. Prentice Hall Module: *Chemistry of Matter*, © 1997. Prentice Hall Module: *Environmental Science*, © 2007. Prentice Hall Science: *Ecology: Earth's Living Resources*, © 1977. Globe Workbook: *Forms of Energy*. Globe Workbook: *Mixtures and Solutions*. Videodiscovery Software: *Science Sleuths Volume 1*. Videodiscovery Software: *Science Sleuths Volume 2*. Videodiscovery Laser Disk: *The Universe*. Videodiscovery Laser Disk: *Chemistry at Work*. Videodiscovery Laser Disk: *Physics at Work*. The Discovery Channel Software: Magnetism, Electricity, Sound, Light, Space Exploration, The Solar System Elements, States of Matter, and Chemistry. The University of Pittsburgh: Chemistry, Physics and Astronomy Hands on Lab and Demonstration Series. Pasco Inquiry Labs. Plato Computer Simulation Labs Digital Frog International: The Digital Field Trip to the Rainforest software. Sea World: Marine Ecology Education Program.

# Health and Physical Education

## Sixth Grade Physical Education

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**GRADE 6**

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2 Semesters - Alternating Days

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The sixth grade Physical Education Program is an introduction to Middle School Physical Education concepts. This course focuses on lifetime fitness, team sports, and health components. The students will participate in a variety of activities such as: cardiovascular conditioning, games, team sports and introductory weight training. In addition to traditional skills, students will be introduced to cooperative challenges/activities.

## Sixth Grade Health

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**GRADE 6**

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7.5 Weeks

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Sixth grade Health will include the following units of study: Health and Wellness, Decision Making, Self-Esteem, Body Image, Caring for your Body, and Understanding Drugs, Tobacco and Alcohol. This will prepare students to begin and/or maintain healthy life habits.

Major Text(s)/Resource(s): *Decisions for Health – Level Green*, © 2004, Holt, Rinehart and Winston.

## Seventh Grade Physical Education

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**GRADE 7**

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2 Semesters - Alternating Days

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The seventh grade Physical Education Program is a continuation of Middle School physical education concepts. This course focuses evenly on fitness, games and sport activities, while integrating current technology to monitor the body's response to exercise. The course concentrates on teamwork and sportsmanship and the application of such beyond the physical education classroom.

## **Seventh Grade Health**

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**GRADE 7**

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7.5 Weeks

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Seventh grade Health will include the following units of study: Physical Fitness, Mental and Emotional Health, Conflict and Violence, Teens and Alcohol and Drugs, Infectious Disease, and Your Personal Safety. This course encourages students to consider their own health and safety, as well as the health and safety of others.

Major Text(s)/Resource(s): *Decisions for Health – Level Red*, © 2004, Holt, Rinehart and Winston.

## **Eighth Grade Physical Education**

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**GRADE 8**

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Alternating Days

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The eighth grade Physical Education program is a conclusion of the Middle School concepts. This course focuses primarily on lifetime fitness and health concepts, with minimal emphasis on team sports and games. This course includes a variety of personal fitness activities including bicycle education, cross country running/hiking, team building, racquet sports and other games and activities.

## **Eighth Grade Health**

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**GRADE 8**

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7.5 Weeks

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The Eighth Grade Health rotation will include the following units of study: The Body Systems, The Stages of Life, Adolescent Growth and Development, Building Responsible Relationships, and Substance Abuse and Awareness. The major goal of this course is for students to be armed with information to make informed decisions about their health and well-being.

Major Text(s)/Resource(s): *Decisions for Health – Level Blue*, © 2009, Holt, Rinehart and Winston.

# Performing Arts

## Sixth Grade Orchestra – 0661

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**GRADE 6**

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2 Semesters

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Sixth Grade Orchestra is a musical ensemble with public performance as the primary goal. Students will work on individual instrumental technique, as well as ensemble technique. Students will also learn about music, composition, theory and history through study of the concert music selections. Opportunities exist to participate in various honors ensembles and groups throughout the year. Students must currently participate in the fifth grade orchestra or pass an audition with the orchestra director to participate. The orchestra performs three concerts every school year. Attendance and participation at these concerts is mandatory. This ensemble rehearses every other day plus one (1) full rehearsal per week during tutorial.

## Sixth Grade Chorus – 0664

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**GRADE 6**

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2 Semesters

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Sixth grade students may elect to take part in the chorus. Vocalists will perform music of various cultures throughout history, while learning about vocal production, singing in unison, 2-part harmony and singing in languages other than English. Chorus students will meet on an every-other-day basis, plus a full ensemble rehearsal once a week during tutorial. Chorus members' participation is mandatory in three (3) concerts during the school year.

## Sixth Grade Band – 0667

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**GRADE 6**

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2 Semesters

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Sixth Grade Band is a music course selection that has quality musical performance as a primary objective. This course is designed to improve a student's proficiency on a band instrument (woodwind, brass, percussion) with an emphasis on performance in a large group. Personal musicianship is developed through ear training, rhythm training, interpretation of dynamics, and listening. Core goals of ensemble work are to encourage creativity and self-expression, support instrument development and provide an atmosphere that fosters positive self-esteem.

Attendance at all performances is required. This ensemble rehearses every other day plus one (1) full rehearsal per week during tutorial. Membership is open only to students with elementary band experience or teacher recommendation.

## **Beginner's Band Grade 6 - 0666**

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### **GRADE 6**

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2 Semesters

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Sixth Grade Beginner's Band is a music course selection for students who have no previous band experience. Emphasis will include study of instrument technique, music theory, ear training and rhythm training. Students must be prepared for class with instrument, music, and pencil. The instrument must be rented, borrowed or purchased prior to the beginning of the course. Students will be expected to dedicate a minimum of 75 out-of-school practice minutes per week. The performance goal for this course is participation in the May concert.

## **Beginner's Strings Grade 6 - 0660**

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### **GRADE 6**

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2 Semesters

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Sixth Grade Beginner's Strings is a music course selection for students who have no previous strings experience. Emphasis will include study of instrument technique, music theory, ear training and rhythm training. Students must be prepared for class with instrument, music and pencil. The instrument must be rented, borrowed or purchased prior to the beginning of the course. Students will be expected to dedicate a minimum of 75 out-of-school practice minutes per week. The performance goal for this course is participation in the May concert.

## **Music for Life Grade 6 – 0669**

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### **GRADE 6**

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2 Semesters

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Music for Life is required for sixth graders who are not enrolled in a performance ensemble. This course is designed to give students an overall understanding of music and provide ensemble experience in World Drumming. An appreciation and comprehension of music from all time periods is the primary objective. Music for Life will meet every other day.

Major Text(s)/Resource(s): *The Music Connection*, © 2002, Silver Burdett Ginn, Inc. Supplemental materials – packets from various workbooks and texts, percussion equipment from native cultures, CD's, videos, and demonstrations of orchestral instruments.

## **Seventh Grade Orchestra – 0761**

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### **GRADE 7**

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2 Semesters

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Seventh Grade Orchestra is a musical ensemble with public performance as the primary goal. Students will work on individual instrumental technique, as well as ensemble technique. Students will also learn about music composition, theory and history through study of the concert music selections. Opportunities exist to participate in various honors ensembles and groups throughout the year.

Students must currently participate in the sixth grade orchestra or pass an audition with the orchestra director to participate. The orchestra performs three concerts every school year. Attendance and participation at these concerts is mandatory. This ensemble rehearses every other day plus one (1) full ensemble rehearsal per week during tutorial.

## **Seventh Grade Chorus – 0764**

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### **GRADE 7**

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2 Semesters

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Seventh grade students may elect to take part in the chorus. Vocalists will perform music of various cultures throughout history, while learning about vocal production, singing in unison, 2-part and 3-part harmony, and singing in languages other than English. Chorus students will meet on an every-other-day basis plus a full ensemble rehearsal once a week during tutorial. Chorus members' participation is mandatory in three (3) concerts during the school year.

## **Seventh Grade Band – 0767**

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**GRADE 7**

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2 Semesters

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The Seventh Grade Band is a music course selection that has quality musical performance as a primary objective. This course is designed to improve a student's proficiency on a band instrument (woodwind, brass, percussion) with an emphasis on performance in a large group. Personal musicianship is developed through ear training, rhythm training, interpretation of dynamics, and listening. Core goals of ensemble work are to encourage creativity and self-expression, support instrumental development and provide an atmosphere that fosters positive self-esteem.

Attendance at all performances is required. This ensemble rehearses every other day plus one (1) full ensemble rehearsal per week during tutorial.

The jazz band is introduced in seventh grade. Jazz band will meet one morning a week from 7:00-7:45 a.m. Participation is by audition only. Small sectional rehearsals are also provided as needed. Membership is open to students with previous Middle School band experience or director recommendation.

## **Music for Life Grade 7 – 0769**

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**GRADE 7**

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2 Semesters

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Music for Life is required for seventh graders who are not enrolled in a performance ensemble. This course is designed to give students an overall understanding of music, and provide ensemble experience in World Drumming. An appreciation and comprehension of music from all time periods is the primary objective. Music for Life will meet every other day.

Major Text(s)/Resource(s): *The Music Connection*, © 2002, Silver Burdett Ginn, Inc. Supplemental materials – packets from various workbooks and texts, percussion equipment from native cultures, CD's, videos, and demonstration of orchestral instruments.

## **Eighth Grade Orchestra – 0861**

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### **GRADE 8**

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2 Semesters

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Eighth Grade Orchestra is a musical ensemble with public performance as the primary goal. Students will work on individual instrumental technique, as well as ensemble technique. Students will also learn about music composition, theory and history through study of the concert music selections. Opportunities exist to participate in various honors ensembles and groups throughout the year.

Students must currently participate in the seventh grade orchestra or pass an audition with the orchestra director to participate. The orchestra performs three concerts every school year. Attendance and participation at these concerts is mandatory. This ensemble rehearses five (5) days per week.

## **Eighth Grade Chorus – 0863**

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### **GRADE 8**

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2 Semesters

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Eighth grade students may elect to take part in the chorus. Vocalists will perform music of various cultures throughout history, often singing in languages other than English, while learning about vocal production, singing in 3-part and 4-part harmony and communicating as part of a vocal ensemble. Chorus students will meet five (5) days a week. Chorus members' participation is mandatory in three (3) concerts during the school year. Opportunities for participation in additional vocal ensembles will be made available to qualifying students.

## **Eighth Grade Band – 0867**

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### **GRADE 8**

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2 Semesters

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The Eighth Grade Band is a music course selection that has quality musical performance as a primary objective. While the development of the individual's music performance will continue to be emphasized, greater emphasis will be placed on the quality of the ensemble. Personal musicianship is developed through ear training, rhythm training, interpretation of dynamics, and listening. Core goals of ensemble work will include balance, agreement in articulation, ensemble expression and group intonation.

Attendance at all performances is required. This ensemble rehearses five (5) days per week.

The Jazz Band is further developed in eighth grade. Participation is by audition only. Small sectional rehearsals are also provided as needed. *Various honors band opportunities are expanded during the eighth grade year.* Membership is open to students with previous Middle School band experience or director recommendation.

# Rotations

## **Sixth Grade Computer Applications I**

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### **GRADE 6**

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7.5 Weeks

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The Sixth Grade Computer Applications I is a course that incorporates creativity, innovation, communication, and collaboration to solve interesting problems through computer programming. Using the programming language, Scratch, students will practice perseverance as they work through editing programs to find the most efficient solutions. Learning to program helps students develop as computational thinkers- individuals who can draw on computational concepts, practices, and perspectives in all aspects of their lives, across disciplines and contexts. Digital citizenship will be incorporated as an important aspect of how students utilize computers to represent themselves in a connected world.

## **Seventh Grade Computer Applications II**

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### **GRADE 7**

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7.5 Weeks

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Seventh Grade Computer Applications II builds on problem solving skills introduced and applied in programming I. Student will continue to use Scratch while delving into deeper more complex problems. Perseverance, collaboration and communication continue to be practiced. In addition to programming, students will continue to learn about their digital footprint and further understand their roles as good citizens in a digital world.

## **Seventh Grade Science, Technology, Engineering and Math (STEM)**

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### **GRADE 7**

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7.5 Weeks

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This STEM course provides an integrated approach to the Middle School's introduction to engineering. Students will be introduced to the full engineering process. The central project will focus on more traditional technology education skills. Students will document the engineering process through digital photography and maintaining digital portfolios. The culminating project will require students to present the engineering process through a multimedia presentation. Through the use of rubrics, students will be assessed based on their application of the engineering process and the culminating project.

# **Eighth Grade Computer Applications**

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**GRADE 8**

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7.5 Weeks

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The focus of Eighth Grade Computer Applications is for students to design a web page that will provide information to their fellow students about the transition to Middle School. Through the application of these 21<sup>st</sup> Century skills; Digital Citizenship, Web-Based Research, Document Design, Social Networking and Multimedia Design and Presentation, students will create highly-engaging and interactive web pages. High-quality web pages will be considered for publication on the District's website. Through the use of rubrics, students will be assessed based on their application of 21<sup>st</sup> century skills and the culminating project.

## **Foundations of Language**

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**GRADE 7**

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7.5 Weeks

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Etymology is the study of the history of words, their origins, and how their form and meaning have changed over time. With over ninety percent of English words with two or more syllables being of Greek or Latin origin, students of this course will learn strategies to be better able to interpret meanings of new words. The Foundations of Language is a precursor to the study of a world language in the 8th grade year. In addition to supporting the investigating of languages other than English, the study of etymology provides students with the tools to better understand new vocabulary in all school subjects.

## **Family and Consumer Science -- Grade 6**

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**GRADE 6**

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7.5 Weeks

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The sixth grade rotation class is an introduction to Family and Consumer Science. The students will complete units in family living, clothing and textiles, and food science and nutrition. The classes involve hands-on activities designed to teach students life management skills.

# Global Networking and Exploration

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**GRADE 8**

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7.5 Weeks

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The Internet, Web 2.0 tools and hardware such as digital cameras, laptops and Ipads make this a technology-rich course. Through these tools, students explore a language and a culture pursuant to their individual interests. Students may choose from a selection of eight languages: Arabic, Chinese, Hindi, Russian, French, German, Italian and Spanish. Students choose a language different from the Level I 8<sup>th</sup> grade world language course. Students will develop 21<sup>st</sup> century skills by engaging in language studies, cultural analysis, and geographical exploration within the culture of choice. Using the web-based software package, *Survival Phrases*, students will be introduced to useful phrases in their chosen language. All student assignments will be uploaded digitally to the class “Talbots Abroad” wiki space.

# Introduction to Technology Education

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**GRADE 6**

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7.5 Weeks

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Introduction to Technology Education is a project-based course that is designed as the first step of three, in making students technologically literate in today’s ever-changing technological world. In this course, students will learn about why we study technology, concepts of technology, design, the universal systems model, problem solving and how to work safely and efficiently with others in a lab environment. Then the students will *apply* the knowledge they have gained to develop possible solutions to problems encountered while creating various projects.

# Visual Arts

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**GRADE 6**

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7.5 Weeks

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All sixth grade Visual Arts students will actively participate in both two-dimensional and three-dimensional projects. Students will have experiences with coil-build ceramics, design, calligraphy, stitchery, and discussion of various Pennsylvania artists. The perceptive and technical skills of all art students will be assessed. This evaluation process will help the teacher monitor and adjust to provide instruction that encourages students to produce high quality work.

# Visual Arts

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**GRADE 7**

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7.5 Weeks

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The seventh grade Visual Arts curriculum emphasizes the basic elements of design: line, pattern, texture, shape and color. All projects are planned to improve the student's understanding and use of these elements. Knowledge of these principles will aid students in design and composition of future artworks. The design elements will be explored through a variety of two-dimensional projects.

# Visual Arts

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**GRADE 8**

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7.5 Weeks

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The eighth grade Visual Arts program is designed to build on the skills and concepts provided in grades six and seven. Both two-dimensional and three-dimensional projects will be introduced. Ceramic sculpture, commercial design, polymer clay jewelry, drawing using the grid method and scratchboard will be experienced. Constructive critique skills will be modeled. Future art opportunities beyond eighth grade will be explained.

# Career Awareness

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**GRADE 8**

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7.5 Weeks

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This Career Awareness course is a rotation class for eighth grade students. Students will explore web-based interest inventories to investigate possible careers. Objectives include preparation, career acquisition, career retention and career advancement. Students will participate in activities to help them realize their maximum potential and acquire skills. Each student will begin a portfolio, which will accompany him/her to high school for further additions.

# World Language

## Spanish I – 0882

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**GRADE 8**

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2 Semesters

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In Spanish I students begin a five-year sequence toward proficiency in Spanish. Level I Spanish students will be introduced to the language and culture of Spain and other Spanish speaking countries. Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures with accurate pronunciation. Students are assessed through written, oral and aural exercise, tests and quizzes, daily class participation and projects. Assessments are based on the four basic communication skills of speaking, listening, reading and writing, with the strongest emphasis being placed on speaking. An oral proficiency exam will be given at the mid-term and at the end of the year.

Major Text(s)/Resource(s): *Realidades*, © 2004, Prentice-Hall.

## French I – 0883

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**GRADE 8**

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2 Semesters

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In French I students begin a five-year sequence toward proficiency in French. Level I French students will be introduced to the language and culture of France and other French speaking countries. Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures with accurate pronunciation. Students are assessed through written, oral and aural exercise, tests and quizzes, daily class participation and projects. Assessments are based on the four basic communication skills of speaking, listening, reading and writing, with the strongest emphasis being placed on speaking. An oral proficiency exam will be given at the mid-term and at the end of the year.

Major Text(s)/Resource(s): *Discovering French*, © 2004, McDougal Littell.

## **Latin I – 0884**

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**GRADE 8**

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2 Semesters

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In Latin I, students begin a five-year sequence of the study of the Latin language and literature with the *Ecce Romani I* text. Latin I students have the opportunity to learn the language of ancient Rome, which has provided the foundation for Romance languages and English vocabulary and grammar. Basic communication skills of listening, speaking, reading and writing are emphasized. The culture, history, and mythology of ancient Rome are also explored through a variety of readings and projects. Students are assessed through written, oral and aural exercises, tests and quizzes, as well as written and sight translations, daily recitation and projects.

Major Text(s)/Resource(s): *Ecce Romani I*, © 2005, Longman Publishing Group.

## **German I – 0885**

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**GRADE 8**

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2 Semesters

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In German I students begin a five-year sequence toward proficiency in German. Level I German students will be introduced to the language and culture of Germany and other German speaking countries. Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures with accurate pronunciation. Students are assessed through written, oral and aural exercise, tests and quizzes, daily class participation and projects. Assessments are based on the four basic communication skills of speaking, listening, reading and writing, with the strongest emphasis being placed on speaking. An oral proficiency exam will be given at the mid-term and at the end of the year.

Major Text(s)/Resource(s): *Komm Mit!*, © 2006, Holt, Rinehart, Winston.

# Mandarin I – 0881

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**GRADE 8**

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2 Semesters

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In Mandarin I students begin a five-year sequence toward proficiency in Mandarin. Level I Mandarin students will be introduced to the language and culture of China and other Mandarin speaking countries. Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures with accurate pronunciation. In addition, students will investigate the meaning of the Mandarin characters and practice calligraphy when creating representations of the characters. Students are assessed through written, oral and aural exercise, tests and quizzes, daily class participation and projects. Assessments are based on the four basic communication skills of speaking, listening, reading and writing, with the strongest emphasis being placed on speaking. An oral proficiency exam will be given at the end of the year.

Major Text(s)/Resource(s): *Discovering Chinese*, ©2010, Better World Ltd.

# Semester Classes

## Computer Animation and Gaming - 0910

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**GRADE 8**

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1 Semester

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In this Computer Animation and Gaming course, students will have the opportunity to develop skills in computer animation. Students will create projects using Alice, a software package for creating animation in small virtual worlds using 3D models in Pixar and Disney animation style. This is a project-oriented class where learning takes place through hands-on activity. Students will engage in Alice's interactive interface enabling them to drag and drop graphic tiles to create a program. Alice allows students to immediately see how their animation programs run, enabling them to easily understand the relationship between the programming statements and the behavior of objects in their virtual world. Assessment will be based on rubrics for each of the learning tasks.

## Architecture, Engineering and Construction-0930

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**GRADE 8**

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1 Semester

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This Architectural Engineering and Construction class combines the theory and application of civil engineering. Students will explore and understand principles of construction technology, including the science of forces on structures and building materials. They will interpret, draw, and design both two-dimensional and three-dimensional architectural components. In addition, students will engineer and test various structures. There will be an emphasis on the impact of construction on the environment and society, including the application of green technologies. The course will culminate with the real-world application of this curriculum in the construction of dog houses, which will be donated to the humane society. Assessment will be based on rubrics focusing on both the engineering and construction skills, as well as the final project.

## **Automation Technology - 0940**

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**GRADE 8**

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1 Semester

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This Automation Technology course is designed to introduce the basics of automation and design as they relate to science, technology, engineering and mathematics. While participating in this course, students will become familiar with and utilize various robots, software applications, tools, machines, and digital media devices. Thus, the students will have an opportunity to complete multiple investigations involving inquiry and guided research, problem solve, and work both individually and in teams, all the while documenting what they've learned. A culminating project will be utilized to summarize the students' findings, as well as the concepts acquired throughout the course. The culminating project will be presented in a multimedia format to their peers, thus reinforcing 21<sup>st</sup> Century skills and concepts. Assessment will be based on rubrics focusing on both the Automation and Design skills, as well as the final presentation.

## **Advanced Physical Education - 0970**

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**GRADE 8**

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1 Semester

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This Advanced Physical Education course provides the opportunity to improve and enhance the physical education learning experience. Emphasis will be on cardio respiratory efficiency, muscular strength and muscular endurance. It is designed to enhance flexibility, help students understand body composition; develop positive attitudes and responsible habits. Fitness activities may include, but are not limited to: biking, aerobics, P90X, yoga, weight training, racquet sports, cooperative challenges/activities, Zumba, Pilates and cooperative games.

This physical fitness class is for those students who want to make a commitment to their physical well-being. The main portion of this course will be gender-specific; however, some components will be co-taught in a co-ed setting.

## **Polymer Clay Jewelry and Fiber Arts - 0950**

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**GRADE 8**

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1 Semester

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In this eighth grade Polymer Clay Jewelry and Fiber Arts semester course, students will experience the world of fiber arts and jewelry. They will be able to explore a variety of fiber media including: batik, rug making, weaving, Kumihimo weaving, stitchery, and macramé. In addition to fiber arts, the students will learn and use multiple Millefiori techniques for making canes. Students will learn how to work with polymer clay, the basics of planning and creating canes, and how to use the canes to make jewelry and other objects.

## **Drawing Plus! - 0960**

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**GRADE 8**

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1 Semester

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Drawing Plus is an eighth grade course for students who enjoy drawing but wish to progress beyond their current level and “draw out” the artist within. Students will move from the basics to advanced techniques of proportion, perspective, and concentration on the principles of design. They will learn a new way of seeing and how the brain captures images and ideas and uses them to invent, problem solve, and create art. Working in a variety of media, these new-found skills will enhance their creativity and artistic confidence