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Reading and Language 5

I. Text (s)/Instructional Materials

Treasures by Houghton Mifflin

Literature by McDougal Littell

Explore by Houghton Mifflin

Various non-fiction and fiction novels

II. Course Description

Using a variety of materials including basals, short stories, novels and on-line resources, students will be exposed to different genres in the fifth grade reading curriculum. Students will also be taught ways to become more skilled and fluent readers through review, practice and assessment of comprehension skills.

III. Concepts/Units

Fifth grade reading curriculum is divided into four main units:

Unit 1: Non-fiction, animal fiction, historical fiction and science fiction

Unit 2: Realistic fiction, folk tales, fairy tales, myths and legends

Unit 3: Adventure fiction, fantasy and traditional tales

Unit 4: Mystery fiction, biographies and informational text

Concepts to be learned include: author's purpose, author's viewpoint, cause/effect, chronological order, compare/contrast, context clues, debate skills, details, elements of genre, fact/opinion, figurative language, foreshadowing, graphic aid usage, inference (generalization), main idea, point of view, prediction, problem/solution, propaganda, sequence, story structure, summarizing, theme, tone and text structure.

IV. Demonstration of Knowledge

- Common formative and summative assessments (test/quizzes)
- Projects
- Homework
- Journal responses
- Graphic organizers and/or written response worksheets

Spelling curriculum includes weekly practice and quizzes on root words, prefixes and suffixes. The spelling curriculum is a graded part of the fifth grade reading curriculum.

Grammar curriculum is a separate grade that involves practice, review and assessment of the following grammatical skills: nouns, plural/possessive nouns, verbs, verb tense, prepositions, adverbs, adjectives, conjunctions, interjections, capitalization, periods, commas, underlining, quotation marks, italics, colons, semi-colons, apostrophes, exclamation points and parenthesis.

Math 5

I. Text(s)

Everyday Math
Math Course 1 Pearson Education

II. Course Description

Traditional Fifth Grade

In number sense students will divide multi-digit numbers including decimals. They will read, write, compare, add and subtract fractions and decimals including mixed numbers. In algebra students will recognize and represent patterns of change, use properties of arithmetic to find equivalent numerical expressions, and understand and interpret equations and inequalities using whole numbers. In geometry students will classify and draw 3 dimensional figures; determine the area of triangles and quadrilaterals; and determine the surface area and volume of rectangular prisms. In data analysis students will interpret data to determine mean, median and range, and create and analyze double bar graphs and line graphs. In all areas of math students will solve problems based on real-world situations.

5th Math Accelerated

5th High Math is taught from Prentice Hall Course 1. In number sense students will multiply and divide multi-digit numbers including decimals. They will read, write, compare, add, subtract, multiply, and divide integers and fractions (improper and mixed). Students will convert among fractions, decimals, and percents and be able to find the percent of a number. In algebra students will identify, solve (multi-step), graph, and write algebraic expressions, equations, and inequalities. In geometry students will classify, measure and draw angles, two and three dimensional figures; determine the area of circles, triangles, quadrilaterals, and complex figures; and determine the surface area and volume of different 3-D figures. In data analysis students will interpret data to determine mean, median and range, and create (Excel) and analyze bar, pie, and line graphs. In probability, students will find the probability of certain outcomes and be able to make predictions based on that information. Students will learn multiple strategies for solving real-life, multi-step math situations. They will also practice mental math, using a variety of mental techniques.

III. Concepts/Units

- Multiplication
- Division
- Fractions
- Decimals
- Geometry
- Algebra
- Data analysis

IV. Demonstration of Knowledge

- Daily Assignments, Quizzes and Tests

Social Studies 5

I. Text(s)

Social Studies - The United States: Making a New Nation, Harcourt copyright 2012

II. Course Description

Fifth Grade Social Studies focuses on the history of the United States of America, how it came to be and how its past affects us today. Students will learn what it was like to live during the time when important events in our nation took place. Students will learn about some of the **people** who took part in these events and about the **place** where each event happened.

III. Concepts/Units

- First Americans
- Age of Exploration (Beginnings to 1620)
- The English Colonies (1585 - 1763)
- The American Revolution (1754 - 1800)
- The Constitution
- Economics
- Citizenship and Democracy

IV. Demonstration of Knowledge

- Students will research, write, and present a summary of the cultural traits of a Native American geographical region of North America.
- Students will research and prepare other various reports and projects about important events and people in U.S. history.
- Homework, quizzes, graphic organizers, and unit tests will assess student understanding of Social Studies concepts and content.
- Students will participate in simulations of historic events in United States history; Discovery and Colonization of America and a Homesteading Economic Unit.
- Students will write, create and carryout an action plan to address a public problem.

Science and Health 5

I. Text(s)

Houghton Mifflin Science
Lego Kits
Delta Education Scis Kits
Foss Kits
Growing Healthy
Your Health Harcourt Brace
DARE book
Project Wild Environmental Book

II. Course Description

Students gain knowledge about science and health concepts from reading and doing activities from the science book and health book, creating projects, and doing hands on experiments.

III. Concepts/Units

- Nutrition (Foss)
- Variables (Foss)
- Lego Simple Machines
- Energy Unit
- Land forms (Foss)
- Cells Chapter 1
- Plants Chapter 2
- Mystery Powders
- Environmental education
- Human Growth and Development
- Human Body Systems
- DARE
- Long Lake Conservation Camp

IV. Demonstration of Knowledge

- Lab work
- Daily assignments
- Projects
- Quizzes and tests

Art 5

I. TEXT/MATERIALS

Pencil and pencil sharpener

II. COURSE DESCRIPTION

Fifth grade art uses components from a Discipline-Based Art Education (DBAE) program which includes art production, history, criticism and aesthetic judgment. This course also uses the Teaching for Artistic Behavior (TAB) approach which includes: personal context, pedagogical context and classroom context.

III. CONCEPTS/UNITS

The overall theme of this class is the elements of art. The following units support students in investigating identity in art production, art history, art criticism and aesthetics. These lessons also allow for students to respond to personal feelings and interests by making personal choices. These lessons are taught using a variety of teaching methods.

- Line
- Color, Value, Shape and Form
- Texture and Form
- Space

IV. DEMONSTRATION OF KNOWLEDGE

- Contour line drawing
- Three-dimensional cake drawings
- Clay instrument
- Collaborative installation
- In class art production
- Analyzing examples
- Small and large group discussion
- Vocabulary
- Homework
- Test/Quiz
- Critiquing
- Teacher/student conference

Language Arts 6

I. Text Instructional Materials

The Language of Literature McDougall Littell 2006 Copyright
Common Core English Language Arts State Standards Perfection Learning 2012 Copyright
Giggles in the Middle grammar 2006 Copyright
Spelling will be focused on Greek/Latin roots
Study Island website (reinforcement)
Various novels

II. Course Description

In this course, students will practice their reading skills while being exposed to a variety of literary genres through the textbook and novels. Students will practice their grammar skills with writing assignments and *Giggles in the Middle* language series. Students will also have a spelling requirement based on Greek/Latin Roots and other spelling patterns.

The advanced language arts course uses the same material listed above. The concepts are studied at a deeper level and moves at an accelerated pace. The novels will be at a higher Lexile level. Advanced language arts students will also participate in the History Day research project. This enrichment will be taught through the classroom teacher and the gifted and talented coordinator.

III. Concepts/Units

Fiction reading skills will include story elements, drawing conclusions, inferring, and summarizing.

Non-fiction reading skills will include determining main ideas, citing evidence, author's purpose, summarizing, and structure of text.

Grammar will be taught through the curriculum *Giggles in the Middle* emphasizing pronouns, capitalization, punctuation, commas, and quotation marks.

Writing will include learning the writing process through a persuasive essay, research report, narrative, and journal writing.

IV. Demonstration of Knowledge

Skills tests, Accelerated Reader tests, comprehension questions and tests, book projects, daily homework, unit tests and quizzes.

Mathematics 6

I. Text(s)

Mathematics Course 2 and 3 by Prentice Hall

II. Course Description

This course uses the Mathematics Course 2 math book and covers mathematical reasoning, number sense, patterns and functions, data analysis, statistics and probability, computation and operation of integers, fractions, decimals, and an introduction to algebra and geometry skills.

The accelerated math course uses the Mathematics Course 3 book and covers the same concepts as listed above. These concepts are studied at a deeper level and the course moves at an accelerated pace. The students are also provided extra enrichment with the gifted and talented coordinator once a week.

III. Concepts/Units

- Mathematical Reasoning
- Number Sense, Computation, and Operations
- Patterns, Functions, and Algebra
- Data Analysis, Statistics, and Probability
- Spatial Sense, Geometry, and Measurement

IV. Demonstration of Knowledge

The students will be given notes, daily warm-up problems, homework to reinforce skills learned in class, occasional quizzes, and tests to determine their progress as they work through the course.

Social Studies 6

I. Text

World History-Journey Across Time-Glencoe-McGraw Hill

II. Course Description

This course uses the book World History Journey Across Time to introduce students to the earliest cultures of our world starting with prehistoric people, through ancient civilizations, and ending with the Renaissance period. Through their studies of early cultures' history and contributions, the students will also learn about the five major religions that started in history and are still practiced today.

Map studies, historical skills, current events, and government related topics will also be taught in this course.

III. Concepts/Units

- Map and Globe Skills
- Historical Skills
- Six Themes of Geography
- Prehistoric People
- Ancient Civilizations
- Early Western Civilizations
- Five Major Religions
- Government and Citizenship
- Current Events

IV. Demonstration of Knowledge

The students will be given study materials for each unit /chapter studied that includes guided reading questions, vocabulary study words, and review quizzes. At the end of each chapter a test or project will be given / assigned to determine their progress as they work through the course.

Science 6

I. Text(s)

Science Houghton Mifflin copyright 2007

II. Course Description

6th grade science emphasizes the understanding of scientific inquiry and its systematic use to investigate the natural world.

III. Concepts/Units

- Structure of Matter
- The Physics of Light and Color
- Chemical Reactions
- Energy Transformations
- Motion
- Forces of Nature
- Eco Systems

IV. Demonstration of Knowledge

- Students are asked to keep lab reports in their science notebook.
- Projects are also used to demonstrate understanding of the process of science.
- Quizzes and tests are used with content taught from the Houghton Mifflin.

Health 6

I. Text(s)

Health and Fitness by Harcourt, 2007

II. Course Description

This course helps students learn about the physical, intellectual, emotional, and social changes they will experience in adolescence. The students will acquire skills to strengthen family and peer relationships and how to deal with conflicts. Students will also learn the short-term and long-term effects of drug use, refusal skills, and how to make healthy choices. Circulation and the heart are also taught followed up by an optional deer heart dissection. Human development from conception to birth is taught to the students in a combined classroom.

III. Concepts/Units

- Human Development
- Food and Nutrition
- Family and Peer Relationships
- Circulation and the Heart
- Drugs

IV. Demonstration of Knowledge

The students will be involved in stations, classroom rotations, hands-on activities, listen to guest speakers, role play, work in groups, and have discussions to learn the concepts of the units.

Art 6

I. TEXT/MATERIALS

Pencil and pencil sharpener

II. COURSE DESCRIPTION

Sixth grade art uses components from a Discipline-Based Art Education (DBAE) program which includes art production, history, criticism and aesthetic judgment. This course also uses the Teaching for Artistic Behavior (TAB) approach which includes: personal context, pedagogical context and classroom context.

III. CONCEPTS/UNITS

The overall theme of this class is the principles of art. The following units support students in investigating identity in art production, art history, art criticism and aesthetics. These lessons also allow for students to respond to personal feelings and interests by making personal choices. These lessons are taught using a variety of teaching methods.

- Perspective Drawing
- Portraits
- Native American Pottery
- Public Art

IV. DEMONSTRATION OF KNOWLEDGE

- Colored pencil perspective drawing of cityscape
- Mixed media portrait
- Functional coil pot
- Printmaking collage
- In class art production
- Analyzing examples
- Small and large group discussion
- Vocabulary
- Homework
- Test/Quiz
- Critiquing
- Teacher/student conference

Band 5 & 6

I. Text Instructional Materials

Traditions of Excellence books 1, 2 & 3
Various sheet music

II. Course Description

5th Band- Students will learn the basics of playing an instrument. They will also be introduced into the aspects of ensemble playing. Students will be taught key signatures. Students will be introduced to balance & blend. Students will have a quarterly playing assessment. Students will have small group lessons during school as a part of this course.

6th Band- Students will increase skills of individual playing. Students will play full band sheet music and perform independent parts. Students will play basic major scales by memory. Students will continue rhythm studies including toe tapping and clapping rhythms. Students will have a quarterly playing assessment. Students will have small group lessons as part of this course.

III. Concepts/Units

Rhythm studies
Note name recognition
Tuning of instruments
Individual warm up techniques
Introduction to balance and blend
Breathing exercises
Introduction to different articulations
Music terminology

IV. Demonstration of Knowledge

Students will perform two concerts during the year

Choir 5

I. Text(s)

Various choral octavos

II. Course Description

5th grade choir introduces students to the choral experience: singing together, harmonizing, interpreting songs, and singing with purpose.

III. Concepts/Units

- Sight Singing
- Elements of Music
- Choral Styles
- Performance

IV. Demonstration of Knowledge

- Students sing individually and in various groups
- Students show their sight singing comprehension through Kodaly hand symbols
- Students perform for audiences

Choir 6

I. Text(s)

Various choral octavos

II. Course Description

6th grade choir develops the choral experience for each student: singing together, harmonizing, interpreting songs, and singing with purpose.

III. Concepts/Units

- Sight Singing
- Elements of Music
- Choral Styles
- Performance

IV. Demonstration of Knowledge

- Students sing individually and in various groups
- Students show their sight singing comprehension through Kodaly hand symbols
- Students perform for audiences

General Music 5 & 6

I. Text Instructional Materials:

Various Rhythm Worksheets/ Great Composer Books/Music Vocabulary Worksheets

II. Course Description

Students in this course will be reviewing rhythmic value, terminology & note names. Students will be studying composers, musicals and composing music.

III. Concepts/Units

Rhythm Studies

Components of Music

Composers Unit

Music Listening Journals

“Sound of Music” Unit

Music Composition/Performance

“Newsies” Unit

IV. Demonstration of Knowledge

Students will take the knowledge they learn throughout the year and apply it in a music composition. They will then learn how to type the composition in to a music composition program and listen to their piece.

Physical Education 5 & 6

I. Text(s)

None

II. COURSE DESCRIPTION

Students will actively participate in a wide variety of age appropriate physical activities for fifth and sixth grade. These activities will promote: participation, components of fitness, sportsmanship, and a life-long appreciation for physical fitness.

III. Units

Swimming
Fitness
Indoor Games
Skills Improvement
Capture Games
Rockwall Climbing
Volleyball
Gatorball
Floor Hockey
Lifetime Fitness
Dance
Tumbling
Basketball
Water Games
Wiffleball
Track and Field
Badminton
Rope Jumping
Frisbee Golf
Fitness Testing
Cup Stacking
Scooters

IV. Demonstration of Knowledge

Participation, Performance, Demonstration

Media Skills 5 & 6

5th Grade – All necessary resources found on blog portion of media center web page

Session 1 – Introduction of Media Center Resources

- Physical and electronic tour of the media center tools necessary to gather information
- Construct Venn Diagram using MS Word to organize and present information
- Gather information for Venn Diagram using Destiny Catalog (Library Search – power)

Session 2 – Cyber Safety Flyer

- Create Flyer using MS Word to organize and present information
- Use www.techterms.com to gather information
- Use www.biography.com to gather information
- Create citations for resources used in project

Session 3 – Famous Scientist Outline

- Use Destiny Catalog (Library Search and Web Path Express) to gather information on note cards
- Organize note cards by topic and subject
- Use MS Word to generate an outline from the note cards as the presentation vehicle

Session 4 - Career Spreadsheets

- Use www.mncis.intocareers.org to gather information
- Use MS Excel to organize and present information
- Presentation will include calculations generated with formulas and a graph.

Language Arts/Accelerated Language Arts 7

I. TEXT(S)

Language of Literature—Houghton Mifflin

Novels

Some or all of these may be used during the course of the year. In addition, others may be added.

Roll of Thunder, Hear My Cry—Mildred D. Taylor

The True Confessions of Charlotte Doyle—Avi

Jason's Gold—William Hobbs

So Far From the Bamboo Grove—Yoko Kawashima Watkins

The Hobbit—J.R.R. Tolkien

Voyage of the Frog—Gary Paulson

II. COURSE DESCRIPTION

Language Arts 7 is a course in which all strands of English, including writing, literature, speech, grammar, etc. come together. Students will establish and enhance skills through novel units, speeches, discussions, and essay writing. This course will give the students a wide variety of skills to take with them as they move up to eighth grade.

III. CONCEPTS/UNITS

Short Story Unit

Novel Units

5-Paragraph Essay

Poetry

Nonfiction

IV. DEMONSTRATION OF KNOWLEDGE

Plot model project—for short story unit

“Shift Your Perspective” poem/ Analysis

Reading comprehension tests

Essay writing

Final tests for each unit

Grammar quizzes

Accelerated Reader quizzes and projects

Math 7

I. **TEXT(S)**

Prentice Hall Course 3 Mathematics, copyright 2004
Khan Academy
Prentice Hall Website

II. **COURSE DESCRIPTION**

Students in the Math 7 class will: use number sense to problem solve and evaluate expressions; compute using rational & irrational numbers; simplify expressions using the Order of Operations; use and manipulate basic formulas; analyze and display data; solve various equations and inequalities; represent various real-world situations with equations and inequalities; graphing in the coordinate plane; proportion, percent, and ratios; and simplifying expressions that contain exponents.

III. **CONCEPTS/UNITS**

Integers and Algebraic Expressions
Equations and Inequalities
Graphing in the Coordinate Plane
Real Numbers
Applications of Proportions
Applications of Percent
Exponents and Powers
Using Graphs to Analyze Data

IV. **Demonstration of Knowledge**

Homework, Tests, Quizzes and Projects

Linear/Quadratic Algebra

I. Instructional Material

McDougal Littell Algebra 1, copyright 2007
Khan Academy
Mc Dougal Littell website

II. Course Description

Students in the linear/quadratic math class will focus on Linear Algebra from a variety of sources, including hands on activities, interactive lessons, and practical math applications. After completing the course, students will be able to, apply algebraic concepts to linear functions and graphing, apply geometric concepts to figures and geometric movement, apply the concepts of measurement to algebra and geometry, interpret data and analyze displays of data from graphs, apply the concepts of basic trigonometric functions, and use the concept of probability to interpret data and generate various graphs.

III. Units Include

Expressions, Equations and Functions
Properties of Real Numbers
Solving Linear Equations
Graphing Linear Equations and Functions
Writing Linear Equations
Solving and Graphing Linear Inequalities
Systems of Equations and Inequalities
Exponents and Exponential Functions
Polynomials and Factoring
Quadratic Equations and Functions
Radicals
Probability and Data Analysis

IV. Demonstration of Knowledge

Homework, Tests, Quizzes and Projects

Math Application 7

I. **Instructional Material**

Materials will come from a variety of resources, including some online. Materials and guidelines necessary for student success are created or edited by instructor and given to students as needed.

II. **Course Description**

Math Application is designed to give students a preview to the applications of mathematics in the real world. A significant amount of the semester is dedicated to money management and personal finance. Students will explore checking accounts and credit cards. Projects are also done in the areas of probability and geometry. Various technology uses will also be explored, including spreadsheets and dynamic graphing software. This course is also used to supplement Math 7.

III. **Units Include**

Fermi Math
Personal Finance
Probability
Geometry
Algebra Tiles
Excel Spreadsheets
MCA Test Prep

IV. **Demonstration of Knowledge**

Journals, Classwork, Quizzes and Projects

Life Science 7

I. Text

Glencoe Science – Life Science
Copyright 2008 by McGraw-Hill Companies

II. Course Description

This course provides information on the study of living things, the characteristics and needs that all living things have in common, the changes and ways that all living things depend upon Earth and its resources.

III. Concepts/Units

Classification
Scientific Method
Measurement
Cells & Microscopes
Cell Transport
Cell Energy
Cell Reproduction
Heredity & Genetics
Viruses & Bacteria
Protists
Fungus
Plants
Animals
Ecosystems
Biomes

IV. Demonstration of Knowledge

- Lab activities – students will keep a lab journal with all their labs in chronological order
- Projects
- Note taking
- Discussions
- Group activities
- Worksheets/skill sheets
- Unit test and/or quizzes

Family and Consumer Sciences 7

I. TEXT

Today's Teen

II. COURSE DESCRIPTION

The 1st week we study decision making, self-concept, and esteem building. Nutrition is the strongest focus. Equipment, measurement, kitchen safety, and cooking methods are covered then we go into the labs to put knowledge to practical use.

III. CONCEPTS

Self-concepts, goals, citizenship, responsibility, nutrients, functions of nutrients, calories, Food Pyramid, meal planning, kitchen equipment, measuring ingredients, safety in the kitchen, dish washing, reading a recipe, working in the kitchen, table setting, clean up.

IV. DEMONSTRATION OF KNOWLEDGE

Dishes at Home, Nutrition Packet, Cooking at Home, Cooking labs with Evaluation Sheets, Quizzes and Tests, Cleaning at Home, and a very complete Final Exam.

Art 7

I. TEXT/MATERIALS

3 ring binder, pencils and pencil sharpener

II. COURSE DESCRIPTION

Seventh grade art uses components from a Discipline-Based Art Education (DBAE) program which includes art production, history, criticism and aesthetic judgment. This course also uses the Teaching for Artistic Behavior (TAB) approach which includes: personal context, pedagogical context and classroom context.

III. CONCEPTS/UNITS

The overall theme of this class is personal identity. The following units support students in investigating identity in art production, art history, art criticism and aesthetics. These lessons also allow for students to respond to personal feelings and interests by making personal choices. These lessons are taught using a variety of teaching methods.

- Portraits and Proportions
- Realistic Drawing
- Value Painting
- Collaborative Community Banners
- Clay Sculpture
- Careers in the Arts
- Student Choice

IV. DEMONSTRATION OF KNOWLEDGE

- Graphite self-portrait
- Grid drawing using photo resource
- Acrylic painting
- Banner design
- Painting of a banner
- Clay shoe
- Business card design
- Written learning goals
- In class art production
- Analyzing examples
- Small and large group discussion
- Vocabulary
- Homework
- Test/Quiz
- Critiquing
- Teacher/student conference

General Music 7

I. Text(s)

Various websites and texts

II. Course Description

7th grade general music develops the music experience for each student: listening, creating, performing, writing, playing, and singing

III. Concepts/Units

- History of Music before 1860
- American Musical
- American Folk Music
- Elements of Music
- Composing

IV. Demonstration of Knowledge

- Tests
- Written Work
- Compositions
- Projects

Communication Arts 8

I. TEXT(S)
none

II. COURSE DESCRIPTION

Communication Arts 8 is a semester-long course designed especially for eighth-grade students. In this class, they will learn the art of public speaking and will complete multiple types of writing activities. This is an extension of Language Arts that will help prepare them for high school courses and other classes in which they must present and write in different forms.

III. CONCEPTS/UNITS

- Intro. to Public Speaking Unit
- Directions Unit
- Job Interview Unit
- Debate Unit
- Creative Writing Unit

IV. DEMONSTRATION OF KNOWLEDGE

- 3D Me speech and sculpture
- Geometric Shape Drawing activity
- Demonstration speech
- 100-Year Birthday Article (newspaper format)
- Job Interview speech
- What Would Happen if... (creative writing piece)
- Debate

East Asia Experience 8

I. Text Instructional Materials

Internet, videos, iPad with Chinese vocabulary app

II. Course Description

Come join us we academically travel to the far-east and discover East Asia. Through the eyes of technology and first-hand knowledge, we will experience the history and culture of East Asia. We begin with the physical geography of China and then move onto the history of ancient China and finally learn about the culture of modern China. The culture of modern China will include units on the people, food, religion, government, language and the arts. We will also learn about the countries of Japan, Vietnam, India and North and South Korea. This course will continue to develop throughout the year and hopefully lead to a greater understanding of a land so far away.

III. Concepts/Units

Pen pals with Chinese students

Vacation planning to East Asia

Chinese Vocabulary game boards

Dynasty research projects

Landmark or historic research project (Great Wall, Silk Road, Ghandi, Taj Mahal, etc.)

Food Labs of East Asian cuisine

Movie reviews of Chinese movies

Terracotta Warriors clay sculpting

Vietnam War

Baseball in Japan

Anime Drawing

North & South Korea, Vietnam, Japan, India,

Current Events of China via *Yellow Bridge* website

IV. Demonstration of Knowledge

Vocab quizzes and final test

Power point presentations

Written reports

Travel Brochure

East Asia poster maps

Current events presentations

Language Arts 8

I. TEXT(S)

Language of Literature—Houghton Mifflin copyright 2006
Giggles in the Middle – Jane Bell Kiester copyright 2006
Mechanically Inclined – Jeff Anderson copyright 2005

Novels

The Giver by Lois Lowery
The Pigman by Paul Zindel
Johnny Tremain by Esther Forbes
The Diary of Anne Frank by Gilbert and Hackett
The House of Dies Drear by Virginia Hamilton
Soldier Boys by Dean Hughes

II. COURSE DESCRIPTION

Language Arts 8 is a course designed for students to develop grade-level skills in the conventions of the English language in reading, writing, and speaking. Students are taught strategies to improve comprehension, build vocabulary, enhance grammar skills, and begin to analyze the written word by being exposed to a variety of fiction and nonfiction formats. By using various writing methods, students continue to grow as writers as they compose original work for various audiences and purposes.

III. CONCEPTS/UNITS

- Short Story Unit
- Novel Units
- 5-Paragraph Essay Units
- Research Units
- Poetry
- Nonfiction

IV. DEMONSTRATION OF KNOWLEDGE

- Reading comprehension tests
- Deserted Island Essay
- Fishbowl Discussions
- Costa's Levels of Questioning
- Final tests for each unit – multiple choice, T/F, short answer
- Grammar quizzes
- Accelerated Reader quizzes and projects
- Cereal Box Project
- Character Collage
- Character Poem
- Wanted Poster
- LAP (Learning Activity Project) for The Giver
- Literature Circle

Math/Linear Algebra 8

I. Instructional Material

McDougall Littell Algebra 1, copyright 2007
Khan Academy
Mc Dougall Littell website

II. Course Description

Students in the eighth grade math class will focus on Linear Algebra from a variety of sources, including hands on activities, interactive lessons, and practical math applications. After completing the course, students will be able to, apply algebraic concepts to linear functions and graphing, apply the concepts of measurement to algebra and geometry, interpret data and analyze displays of data from graphs, and use the concept of probability to interpret data and generate various graphs.

III. Units Include

Expressions, Equations and Functions
Properties of Real Numbers
Solving Linear Equations
Graphing Linear Equations and Functions
Writing Linear Equations
Solving and Graphing Linear Inequalities
Systems of Equations and Inequalities
Exponents

IV. Demonstration of Knowledge

Homework, Tests, Quizzes and Projects

Geometry 8

I. Instructional Material

Heath Geometry: An Integrated approach, © 1995

II. Course Description

Students will learn to define basic geometric figures, formulate proofs and apply the basic properties of geometric figures. A study is made of trigonometric ratios, the Pythagorean Theorem, congruence and similarity. The circle and its parts are defined. Dynamic geometry software is used to explore concepts.

III. Units Include

- An Overview of Geometry
- Reasoning
- Lines in a Plane
- Congruent Triangles
- Properties of Triangles
- Polygons
- Transformations
- Similarity
- Right Triangles
- Circles

IV. Demonstration of Knowledge

- Homework, Tests, Quizzes and Projects

American History 7/8

I. Textbook

7th grade: Creating America Beginnings to 1877 – McDougal Littell, 2005

8th grade: Discovering Our Past – A History of the United States – McGraw-Hill, 2013

Web Resources

McGraw-Hill textbook online: <http://connected.mcgraw-hill.com/connected>

Sheppardsoftware: www.sheppardsoftware.com

EDMODO

II. Class Description

Social Studies are principles of knowledge made up of Government, History, Geography, Economics, Sociology, Psychology, and Anthropology. This Social Studies course will be covering topics in American History beginning with the early Americans and lead up to the Civil War and Reconstruction. We will also be discussing current events on a daily basis.

III. Units

Unit 1: Three Worlds Meet

Unit 2: Exploration

Unit 3: Colonization

Unit 4: Causes of the American Revolution

Unit 5: American Revolution

Unit 6: Constitution

Unit 7: Causes of the Civil War

Unit 8: Civil War

Unit 9: Reconstruction

IV. Activities

- Debates
- Poster and Map Skills
- Brochures
- Newspapers
- Recreate battle scenes
- Formative Assessments
- Foldables
- Journals
- Notetaking/Discussions
- Independent and Group Work
- Summative Assessments

Earth Science 8

I. Text(s)

Holt Science & Technology – Earth Science
Copyright 2007 by Holt, Rinehart and Winston

II. Course Description

Earth science emphasizes scientific inquiry methods and its application to the geosphere, hydrosphere, atmosphere and biosphere.

III. Concepts/Units

Maps/Matter
Minerals
Rocks & The Rock Cycle
Freshwater Systems (Surface & Ground)
Weathering & Erosion
The Atmosphere & Weather
Climate
The Moon & Constellations
The Solar System & Deep Space
Oceanography
Plate Tectonics
Earth History
Conservation

IV. Demonstration of Knowledge

- Students keep daily records of class activities in their science journal.
- Projects, including Quarter 1 – Rock and Quarter 3 – Climate, demonstrate student understanding on study topics.
- Field trips – Delano’s Water Treatment Facility, Wastewater Treatment Facility and Minnesota River Valley area near Henderson.
- Daily lab activities demonstrate student understanding of the process of science.
- Unit tests and/or quizzes.

Health 8

I. Text(s)

Teen Health Glencoe copyright 1999

II. Course Description

8th grade health utilizes national standards to assist students in improving their overall health and wellness for a lifetime.

III. Concepts/Units

- Introduction to Health and Mental Health
- Diseases/Disease Prevention
- Social Health
- Drugs, Alcohol, and Decision Making Skills
- Fitness
- Muscular and Skeletal Anatomy
- Growth and Development
- Nutrition

IV. Demonstration of Knowledge

- Projects/Presentations
- Quizzes
- Tests
- Daily Assignments Including: worksheets, discussions, demonstrations, etc.

General Music 8

I. Text(s)

Various websites and texts

II. Course Description

8th grade general music develops the music experience for each student: listening, creating, performing, writing, playing, and singing

III. Concepts/Units

- History of Music after 1860
- Opera
- American Popular Music
- Elements of Music
- Composing
- Native American Music
- Guitar

IV. Demonstration of Knowledge

- Tests
- Written Work
- Compositions
- Projects

Band 7

I. Text Instructional Materials

“Foundations for Superior Performance” by Williams & King
Individual Warm Up Sheet
Rhythm Patterns Drill Sheet
Various Pieces of Music Grades 1 ½ to 2 ½ in difficulty

II. Course Description

Students will increase skills of individual playing. Students will learn about proper breathing and playing with a proper sound. Students will learn how to tune both individually and tune within a group. Students will perform major scales by memory. Students will learn about subdivision of rhythms. Students will have a quarterly playing assessment. Students will play full band sheet music and perform independent parts. Students will have small group lessons as part of this course.

III. Concepts/Units

- Rhythm studies
- Note name recognition
- Tuning of instruments
- Individual warm up techniques
- Playing with balance and blend
- Breathing exercises
- Introduction to different articulations
- Counting and clapping exercises
- Music terminology

IV. Demonstration of Knowledge

- Students will perform two concerts during the year.

Band 8

I. Text Instructional Materials

“Foundations for Superior Performance” by Williams & King
Individual Warm Up Sheet
Rhythm Patterns drill sheet
Various Pieces of Music Grades 1 ½ to 2 ½ in difficulty

II. Course Description

Students will increase skills of individual playing. Students will learn about proper breathing and playing with a proper sound. Students will learn how to tune both individually and tune within a group. Students will begin to develop the inner ear and learn how to hear a pitch and then match it on the instrument. Students will perform major scales by memory. Students will learn about subdivision of rhythms. Students will have a quarterly playing assessment. Students will play full band sheet music and perform independent parts. Students will have small group lessons as part of this course.

III. Concepts/Units

- Rhythm studies
- Note name recognition
- Tuning of instruments
- Matching of pitches
- Individual warm up techniques
- Playing with balance and blend
- Breathing exercises
- Introduction to different articulations
- Counting and clapping exercises
- Music terminology

IV. Demonstration of Knowledge

- Students will perform two concerts during the year.

Cambiata Choir 7

I. Text(s)

Various choral octavos, sight singing, and ear training materials

II. Course Description

7th grade choir develops the choral experience for each student: singing together, harmonizing, interpreting songs, and singing with purpose.

III. Concepts/Units

- Sight Singing
- Healthy Singing
- Harmonizing
- Choral Blend
- Elements of Music
- Choral Styles
- Performance

IV. Demonstration of Knowledge

- Students sing individually and in various groups
- Students show their sight singing comprehension through Kodaly hand symbols
- Students perform for audiences

Women Choir 7

I. Text(s)

Various choral octavos, sight singing, and ear training materials

II. Course Description

7th grade choir develops the choral experience for each student: singing together, harmonizing, interpreting songs, and singing with purpose.

III. Concepts/Units

- Sight Singing
- Healthy Singing
- Harmonizing
- Choral Blend
- Elements of Music
- Choral Styles
- Performance

IV. Demonstration of Knowledge

- Students sing individually and in various groups
- Students show their sight singing comprehension through Kodaly hand symbols
- Students perform for audiences

Women Choir 8

I. **Text(s)**

Various choral octavos, sight singing, and ear training materials

II. **Course Description**

8th grade choir develops the choral experience for each student: singing together, harmonizing, interpreting songs, ensemble singing and singing with purpose.

III. **Concepts/Units**

- Sight Singing
- Ear Training
- Healthy Singing
- Harmonizing
- Choral Blend
- Elements of Music
- Choral Styles
- Performance

IV. **Demonstration of Knowledge**

- Students sing individually and in various groups
- Students show their sight singing comprehension through Kodaly hand symbols
- Students perform for audiences
- Choral Festival Adjudication
- Final Exam

Cambiata Choir 8

I. Text(s)

Various choral octavos, sight singing, and ear training materials

II. Course Description

7th grade choir develops the choral experience for each student: singing together, harmonizing, interpreting songs, and singing with purpose.

III. Concepts/Units

- Sight Singing
- Healthy Singing
- Harmonizing
- Choral Blend
- Elements of Music
- Choral Styles
- Performance

IV. Demonstration of Knowledge

- Students sing individually and in various groups
- Students show their sight singing comprehension through Kodaly hand symbols
- Students perform for audiences

Physical Education 7 & 8

I. Text(s)

None

II. Course Description

Students will actively participate in a wide variety of age appropriate physical activities for seventh and eighth grade. These activities will promote: participation, components of fitness, sportsmanship, and a life-long appreciation for physical fitness.

III. Units

- Tennis
- Swimming
- Fitness Testing
- Circuit Weight Lifting
- Football
- Pickleball
- Bowling
- Volleyball
- Winter Fitness
- Speedball
- Floor Hockey
- Basketball
- Fitness
- Badminton
- Dance
- Indoor Games
- Water Games
- Softball
- Frisbee Golf
- Outdoor Recreation
- Touch Rugby

IV. Demonstration of Knowledge

- Participation, Performance, Demonstration

Gateway To Technology 7 and 8

The Project Lead the Way (PLtW) courses for middle school are titled *Science & Technology* and *Gateway to Technology (GTT)*. These 7th and 8th grade classes offer an activity-oriented program designed to challenge and engage the natural curiosity of middle school students and is taught in conjunction with a rigorous academic curriculum by integrating pre-engineering skills from the areas of math, technology, physics and alternative energy science.

7th Grade

- **Science of Technology** teaches students about the mechanics of motion, the conversion of energy, energy transfer chemical engineering and nanotechnology. This unit is best described as a hands-on introductory physics class.
- **Energy and the Environment** investigates the importance of energy in our lives and the impact that using energy has on the environment. Students will be challenged by creating an alternative energy website and designing their own wind turbine.

8th Grade

- **Design and Modeling** introduces students to the design process. Using design briefs, students create models and documentation to solve problems.
- **Automation and Robotics** explores the history and development of automation and robotics while teaching students about mechanical systems, energy transfer, machine automation and computer control systems.

GRADES/HOMEWORK

A meeting will be held with the student and parent(s) if a failing grade is earned for two or more quarters. The following guidelines will be used to develop a plan to continue the student's learning progression in order to be prepared for the next grade level:

Failed two quarters:

Successfully repeat one quarter of the course OR 30 hours of Targeted Services

Failed three quarters:

Successfully repeat two quarters of the course OR 60 hours of Targeted Services

100 – 94 %	A
93.9 – 90 %	A-
89.9 – 87 %	B+
86.9 – 84 %	B
83.9 – 80 %	B-
79.9 – 77 %	C+
76.9 – 74 %	C
73.9 – 70 %	C-
69.9 – 67 %	D+
66.9 – 64 %	D
63.9 – 60 %	D-

HOMEWORK POLICY

1. Purpose

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of the Delano Middle School staff to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop independence. Homework grades are modified based on students' individual needs (i.e. IEP, 504 Plans).

Homework assignments include:

- Practice exercises to follow classroom instruction
- Preview assignments to prepare for subsequent lessons
- Extension assignments to transfer new skills or concepts to new situations
- Creative activities to integrate many skills toward the production of a response or product

2. Time

Actual time required to complete assignments will vary with each student's study habits, academic skills, and selected course load. If your child is spending an inordinate amount of time doing homework, you should contact your child's teachers. Students are encouraged to pursue non-assigned, independent, leisure reading.

3. Late Work Policies

Students are expected to turn work in on time. Students who turn in late assignments on a consistent basis will receive any of the following based upon individual teacher discretion or grade level policy.

- partial credit
- no credit
- missed reward activity
- communication with parents
- 7 a.m. detention

Students who miss homework because of an absence will receive the opportunity to make up missed work. Students are given one calendar day for each day absent plus one extra day to turn in their work. **It's the students' responsibility to get work missed due to illness or absence.**

4. Major Projects

Major Projects include research reports, book reports, major essays, and other assignments teachers designate as major projects. Work on these projects may exceed the maximum minutes per night.

Responsibilities of Staff:

- Assign and post on web page relevant, challenging and meaningful homework that reinforces classroom learning
- Give clear instructions and make sure students understand the purpose
- Give feedback and/or correct homework in a timely manner
- Communicate with other teachers
- Involve parents and contact them if a pattern of late or incomplete homework develops

Responsibilities of Parents:

- Set a regular, uninterrupted study time each day
- Establish a quiet, well-lit study area
- Monitor student's organization of materials and time and review daily the list of assignments in their datebook
- Help clarify so student can work to find the answer, not just get it done
- Be supportive when the student gets frustrated with difficult assignments
- Contact teacher to stay well informed about the student's learning process

Responsibilities of Students:

- Write down assignments in the "Delano Middle School Student Datebook"-every class period
- Be sure all assignments are clear; don't be afraid to ask questions if necessary
- Set aside a regular time for studying
- Find a quiet, well-lit study area
- Work on homework independently whenever possible, so that it reflects student ability.
- Produce quality work.
- Make sure assignments are done according to the given instructions and completed on time.

Lunch Detention:

- Failure to complete homework on-time for class will result in an immediate lunch detention. If a student does not have the homework completed for a class that meets before lunch, they will be assigned a lunch detention to complete that homework while they are eating. If they did not complete homework for a class that meets after lunch, they will be assigned a lunch detention for the next school day. Lunch detention takes place in a classroom that is supervised by a teacher. When assigned a lunch detention, failure to report to lunch detention may lead to an office assigned detention.

- If a student receives more than one lunch detention, a letter will be sent home to parents alerting them of their child's behavior. The letter will also state who to contact to set up a plan for success for their child to hopefully avoid future lunch detentions.

HONOR ROLL

The "A" honor roll will consist of students maintaining a 3.67 grade average. The "B" honor roll will consist of students maintaining a minimum of a 3.00 average. Classes are weighted in accordance to the number of days each meets.

Grades are given the following point value:

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	.67
C+	2.33	F	.00

Students have one week after the quarter ends to make up incompletes. After one week the grade becomes an F.