

COLLEGIUM CHARTER SCHOOL

MIDDLE SCHOOL

ACADEMIC HANDBOOK

Updated June 2017



The purpose of the Middle School Academic Handbook is to help students plan an appropriate middle school program. The Middle School's Academic Handbook explains the policies related to assessment, course levels, and additional programs. Course descriptions for the 2017-2018 school year are listed by department. Please note that course offerings are subject to change due to faculty availability and student interest.

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❖ MISSION STATEMENT

The Collegium Charter School Community will work tirelessly to ensure the brightest possible futures for our students, to nurture them, to empower them to recognize in themselves uniqueness and talent, to instill in them a firm academic foundation, critical thinking, and respect for diversity, to foster in them scholarship and responsibility, and to develop in them the desire for a lifetime filled with optimism, generosity, character, and confidence. Our goal will continually be to prepare each student for the rigors of college life, and to hold ourselves and our students accountable for our mutual success.

❖ GUIDANCE DEPARTMENT

Course selection is a critical process for students and families. The purpose of this handbook is to provide valuable information to aid in this process. Please carefully review the policies and course offerings. It is the goal of the Guidance Department to assist in developing a schedule for each student that meets his/her educational needs and career goals. Students are encouraged to make an appointment with their counselor for assistance in the course-selection process. CCS counselors, administrators, and teachers are happy to help parents with questions regarding course content and recommended placement.

❖ ACADEMIC DAY

Collegium follows a 6-day rotating schedule for all students. This type of schedule helps reduce the effects of scheduling changes on classes that do not meet daily. For example, instead of your child's schedule going from Monday to Friday, he/she will have a schedule for each of the following: Day-1, Day-2, Day-3, Day-4, Day-5 and Day-6. The "Days" will be published in the weekly newsletter and on the homepage of our website.

BELL SCHEDULE

Period	Time
Homeroom	7:30 – 8:45
1 st	7:48 – 8:28
2 nd	8:31 – 9:11
3 rd	9:14 – 9:54
4 th	9:57 – 10:37
5 th	10:40 – 11:20
6 th	11:23 – 12:03
7 th	12:06 – 12:46
8 th	12:49 – 1:29
9 th	1:32 – 2:12
10 th	2:15 – 2:55

❖ GRADING SYSTEM

All grades are reported in percentages. Collegium does not report or convert percentage grades to a 4-point scale. Extra credit assignments and "curves" are not used in the calculation of student grades. Collegium has four equally weighted marking periods (quarters) throughout the academic year.

Grading Scale	Quarter	Percentage of Final Grade
93-100% A	1	20%
85-92% B	2	20%
77-84% C	Midterm Exam	10%
70-76% D	3	20%
69-0% F	4	20%
	Final Exam	10%

Midterms and Finals are 10% each of the Final Grade. Some courses do not have 4 quarters and may not have a Midterm or Final. The components of the final grade of semester-long courses will vary.

For grade point average (GPA) calculations, Honors courses are weighted with an additional 5 points. This value is not added to the final percentage grade for a class and the additional points are not reflected in the percentage grade provided on a report card or transcript.

For middle school students, the final grade (cumulative) for a course must be 70% or higher to be considered passing. Students whose final course grades are less than 70% will fail the course. In a given school year, if a student fails two major subjects or one major and two minor subject courses or any equivalent of two major courses, the student will not be promoted. Instead, the student will be retained at their current grade level. Middle school students will not be permitted to make-up failed coursework at summer schools or in school programs outside of Collegium. Major subjects include Science, Math, Social Studies, Writing/Grammar, and Literature.

❖ ASSESSMENT

Assessment	% of Quarterly Grades	% of Final Grade	Type of Assessment
Foundational Knowledge Assessments	60%	36%	Curriculum Imbedded Assessment (Tests, Large Quizzes, Essays, Projects)
Critical Milestone Questions	N/A	20% (10% for Semester 1 and 10% for Semester 2)	Curriculum Imbedded Assessment
Midterm	N/A	10%	Curriculum Imbedded Assessment
Final	N/A	10%	Curriculum Imbedded Assessment
Teacher Imbedded Assessments	40%	24%	Teacher Imbedded Assessment (Quizzes, Projects, Class Activities)

Curriculum Imbedded Assessments

Curriculum Imbedded Assessments (CIAs) are CCS-standardized assessments which make up a total of 76% of the final grade in a course. They are utilized to ensure our students' mastery of the CCS curriculum. In grades 7-12, CIAs are made up of four parts: the Foundational Knowledge assessments (tests and quizzes), the Critical Milestone Questions (essays), and a Mid-Term and a Final exam. The Foundational Knowledge assessments are given continuously throughout each unit of study. At the end of each unit of study, the essay portion of the CIA is administered, the Critical Milestone Question. Mid-Term Exams will be administered midway through the school year, and Final Exams will be given at the end of the school year.

Teacher Imbedded Assessments

Teacher Imbedded Assessments (TIAs), which make up 24% of a student's final grade in a course, are the formative assessments that are utilized to guide instructional decisions by allowing the teacher to monitor students' depth of understanding on a daily basis, and decide whether or not the class is ready to proceed, or if material needs to be re-taught prior to taking a more formal Foundational Knowledge Assessment.

Eureka Math

Grades for students in Eureka Math 7 or 8, will be based on summative assessments such as quizzes and tests, and will not follow the CMQ, FKA, and TIA percentage breakdown listed above.

❖ HOMEWORK*Philosophy*

Collegium Charter Middle School supports the philosophy that homework is an essential element of student learning, preparation for secondary and post-secondary educational pursuits, and the development of responsibility. Teachers will only require students to complete a homework assignment if he/she feels the particular assignment is in the best interest of the learners. To evaluate student progress, completion of homework assignments will be monitored and the skills practiced in homework assignments may be assessed in class. Parents are encouraged to monitor their child's homework and communicate with the teacher(s) regarding their child's understanding of the content or individual needs.

Policy

- ❖ HW grades will be included in the TIA category
- ❖ Grading scale
 - 0 = not done
 - 1 = partial/incomplete
 - 2 = complete
- ❖ Homework is assigned to whole classes or individual students at the teacher's discretion.
- ❖ Late homework will not be accepted.
- ❖ Students may be exempted from homework at the teacher's discretion.
- ❖ Homework may be different from classwork.

❖ LATE WORK POLICY

Students who turn in an assignment within five days passed the due date will receive a 10% deduction for each day the assignment is late. Students who turn in work more than five days late will receive a total grade deduction of 50%. Late work will not be accepted beyond the last day of the end of the marking period in which the work was assigned. (Refer to the CCS Calendar for end-of-quarter dates.)

❖ COURSE LEVELS

Student placement in a particular level is based on all of the following criteria: academic performance, teacher recommendations, and performance on standardized tests (ex. PSSA). To the extent to which scheduling allows, student placement is course specific, i.e. a student may be enrolled in an Honors level Math class and a College Preparatory Language Arts class.

The educational team may recommend level changes for students who either have not mastered (85% or better) the content or who have excelled in their current placement. Level changes may be made with the approval of the principal and if scheduling permits. Level changes may also be made as required by an Individualized Education Plan (IEP).

Honors Level

This level is for high achieving students who are self-motivated to learn. The plan for these students is to eventually take Honors and AP Level courses in High School, and to select from a wide variety of elite colleges and universities upon graduation. Students at this level are capable of higher level thinking, demonstrate maturity, and have highly developed study skills that enable the students to pursue independent

research and learning. Courses offered at this level will help to prepare students for Advanced Placement courses in grades 10-12. To remain in courses at this level, students must have consistent grades of 85% or better at the conclusion of each school year.

College Preparatory

This level is for students who plan to attend competitive four-year colleges upon graduation from High School. The students in this level possess effective study skills and conscientiously complete assignments. They demonstrate the ability to read, write, and speak proficiently and meet or exceed the PA standardized requirements.

Resource Level

This level is for students who need support outside of the regular education classroom. Courses in this level will be individualized for students based on IEP goals and the least restrictive environment and in accordance with applicable state and federal regulations.

❖ NON-RECOMMENDED PLACEMENT OF STUDENTS

Each CCS teacher carefully considers academic performance, standardized test results, and motivational level when recommending course levels for their students. A student's schedule reflects where the teachers and the educational team, based on their professional judgment and experience with the student, believe he/she will succeed.

Courses are offered at three different levels: honors, college preparatory, and resource. The levels, each of which prepares the student for college work, enable students to be accurately placed according to their needs and abilities. A parent who disagrees with the recommended placement may override the decision of CCS; however, in doing so the parent must understand and agree to the following conditions:

1. To the extent to which the master schedule allows, student placement is course specific, i.e. a student may be enrolled in a College Preparatory science class and an Academic math class.
2. If a student in a non-recommended placement cannot keep up with the class work, Collegium's class schedule may not allow the student to change to another level due to scheduling conflicts with other courses.
3. Teachers of Honors level courses are not expected to alter the pace of their courses or provide extra help for students who were recommended for a lower level. Parents who determine it is necessary to hire a tutor to work with the student outside of class do so at their own expense.

❖ CORE CURRICULUM SEQUENCE

A student's progress along the continuum will be determined by their successful completion of required prerequisites. Course expectations are more rigorous in Honors courses.

❖ ACCELERATING A STUDENT'S COURSE PROGRESSION

Students who are confident in the content of a required skills-based course (Math or Spanish) may choose to take the CCS final exam to determine if they can skip a course. If a student earns an 85% or better on the CCS final exam for the course, they can skip that course and move on to the next level of study in the subject area. No grade will appear for a skipped course on the student's transcript. Students must still take two years of the subject area. Accelerating does not exempt a student from taking a course in a required subject area.

❖ **REQUIRED COURSES BY GRADE LEVEL****Science**

A student's progress along the science continuum will be determined by their successful completion of required prerequisites rather than by grade level. The following table shows two typical progressions. Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases.

Grade Level	Honors Level	College Prep Level
7th Grade	Honors Life Science	Life Science CP
8th Grade	Honors Earth & Space Science	Earth & Space Science CP

Math

A student's progress along the math continuum will be determined by their successful completion of required prerequisites rather than by grade level. The following table shows two typical progressions. Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases.

Grade Level	Honors Level	College Prep Level
7th Grade	Honors Algebra 1	Eureka 7
8th Grade	Honors Geometry	Algebra 1 or Eureka 8

Language Arts

Includes: Literature and Writing & Grammar. Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases. All students take one Literature and one Writing & Grammar course each year. The following tables show two typical progressions for both Literature and Writing & Grammar courses.

Literature Courses

Grade Level	Honors Level	College Prep Level
7th Grade	Honors 7th Grade Literature	7th Grade Literature CP
8th Grade	Honors 8th Grade Literature	8th Grade Literature CP

Writing & Grammar Courses

Grade Level	Honors Level	College Prep Level
7th Grade	Honors 7 th Grade Writing & Grammar	7 th Grade Writing & Grammar CP
8th Grade	Honors 8 th Grade Writing & Grammar	8 th Grade Writing & Grammar CP

Social Studies

Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases. The following table shows two typical progressions.

Grade Level	Honors Level	College Prep Level
7th Grade	Honors World Cultures & Geography	World Cultures & Geography CP
8th Grade	Honors World History I	World History I CP

Spanish

Students are expected to take Spanish each year. Levels are determined based on achievement, demonstrated ability, and teacher recommendation.

❖ COURSE DESCRIPTIONS

Please note that enrollment in any course is dependent upon course availability. Courses may close or be canceled without prior announcement based on demand and enrollment capacities. Courses may be added to meet the needs of Collegium students. Grade levels listed below are suggested and may be modified to meet the educational needs of our students.

SCIENCE COURSES**Life Science****Grade:** 7**Term:** Year, 6x/cycle

Planet Earth abounds with countless varieties of living organisms, all of which are connected by the flow of energy. It is crucial that we understand how living things, including ourselves, function, interact and impact the world around us. In Life Science, we cover the following subjects: nature of science, cells, genetics, evolution, ecology and chemistry.

Earth & Space Science**Grade:** 8**Term:** Year, 6x/cycle

This course focuses on understanding and applying the natural processes within the solar system and Earth's atmosphere. Understanding Earth and its place in the universe is a key concept. Additional areas of study include concepts in physics, chemistry, geology, astronomy, meteorology, and oceanography. Instruction emphasizes our relationship to the environment as well as contemporary issues and problem-solving techniques.

MATHEMATICS COURSES**Eureka Math**

"It's not enough for students to know the process for solving a problem; they need to understand why that process works so they can use it anytime. Teaching mathematics as a story, Eureka Math builds students' knowledge logically and thoroughly to help them achieve deep understanding." (www.greatminds.net).

Eureka 7**Grade:** 7**Term:** Year, 9x/cycle**Prerequisite:** Eureka 6

The instructional time in Eureka 7 mathematics will focus on the following areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Eureka 8**Grade:** 8**Term:** Year, 9x/cycle**Prerequisite:** Eureka 7

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

Algebra I**Grades:** 7 and 8**Term:** Year, 9x/cycle**Prerequisite:** Placement determined based on achievement, demonstrated ability, and teacher recommendation.

Students will review basic tools of algebra, algebraic concepts, and simple equations. Students will also work with functions, graphing, multiple-step equations, inequalities, linear equations, quadratic equations and functions, number theory, radical and rational expressions as well as exponential functions. Instruction will consist of a variety of strategies involving manipulatives, instructional games, and projects. *Materials Needed: Graphing Calculator.*

LANGUAGE ARTS COURSES**Literature 7****Grade:** 7**Term:** Year, 6x/cycle

The 7th grade Literature curriculum is designed to provide students with foundational knowledge to understand cornerstones of learning. Students embark on an introductory investigation of literary genres. The teaching of Literature at CCS enables students to gain a greater understanding of both common and extraordinary literary aspects.

Literature 8**Grade:** 8**Term:** Year, 6x/cycle

This course has an emphasis on the foundational elements of literature: plot, character, mood, theme, and style. These elements can be applied to any form of literature including short stories, plays, novels, poetry, etc. An understanding of these elements is essential for all students. Teachers choose from a wide selection of literature to teach the basic elements. The number of selections covered is based on the academic level of the class.

Writing & Grammar 7**Grade:** 7**Term:** Year, 6x/cycle

The developmental study of composition, grammar, and language usage, the mechanics of language, research resources, and study skills are core components of Language Arts. Primary emphasis is on maximizing written communication abilities and preparing students for future success. In this course, students will be introduced to the elements of grammar and mechanics that are necessary for developing writing skills. An emphasis on grammar and mechanics will prepare students to develop a personal style and voice. Students will be introduced to several types of expository writing, including research, how-to, cause

and effect, and compare and contrast writing, as well as personal narrative. Students will employ the grammar and mechanics rules they learn in class to their writing.

Writing & Grammar 8

Grade: 8

Term: Year, 6x/cycle

The developmental study of composition, grammar, and language usage, the mechanics of language, research resources, and study skills are core components of Language Arts. Primary emphasis is on maximizing written communication abilities and preparing students for future success. In this course, students will continue their study of grammar and the mechanics of writing as they delve deeper into the writing process. Students will continue to develop their personal style and voice as they investigate narrative, persuasive, and research writing. Students will engage in a cross-curricular research project that connects the content of this class with the content of their history class. Students use the information they gain from their research to engage in a forum discussion while acting as the historical figures they researched.

Reading

Grades: 7 and 8

Term: Year, 6x/cycle

This course uses a reading program designed to improve the reading skills of struggling readers. In this course, students read high-interest, leveled novels as well as expository texts. The course includes vocabulary study, reading decoding, comprehension, and fluency development. Students develop critical thinking and problem-solving strategies through individual, small, and whole group activities.

SOCIAL STUDIES COURSES

World Cultures & Geography

Grade: 7

Term: Year, 6x/cycle

This is a dynamic course of study that focuses on understanding and appreciating a variety of cultures from around the world. Concentrating on a foundation of geography, the class begins with the study of the United States and Canada. Students will then move from continent to continent learning about Latin America, Europe, the Middle East, Africa, and ending with Asia and Oceania. Students who successfully complete this course will take World History I in the 8th grade.

World History I

Grade: 8

Term: Year, 6x/cycle

This is the first year of a two year study of World History. This class starts with the study of Early Civilizations and traces their growth into great empires. The class culminates in the interaction of the East and the West during the Age of Exploration. Throughout the class students will focus on applying what they are learning to their understanding of the world they live in. Students who successfully complete this course will take World History II in 9th Grade. Students who successfully complete the Honors World History I course are eligible to apply for 9th Grade AP World History in place of World History II.

WORLD LANGUAGE COURSES**Spanish IA****Term:** Year, 3x/cycle

As the first half of Spanish 1, this course will introduce and reinforce the basic vocabulary and grammar concepts needed to engage in conversation about family, school, home life, etc. Through various activities, the students will develop their reading, writing, listening, and speaking skills as well as their awareness of Spanish/Hispanic cultures and customs. This course is offered at the College Prep and Honors levels.

Spanish IB**Term:** Year, 3x/cycle**Prerequisite:** Spanish IA

Students recommended for this course must have successfully completed Spanish 1A with a grade of 70% or above. In this course the students will learn the vocabulary and grammar necessary to engage in conversations about past vacations, shopping, personal hygiene and food. This course provides opportunity to further develop the students' reading, writing, listening and speaking skills as well as their awareness of Spanish/Hispanic cultures and customs. This course is offered at the College Prep and Honors levels.

Spanish II Accelerated**Term:** Year, 3x/cycle**Prerequisite:** Spanish IB

Students recommended for this course must have successfully completed Spanish 1B with a grade of 70% or above. In this course students learn vocabulary and grammar needed to engage in conversations about health and wellness, current technology, household chores and the environment. This course will continue to enhance reading, writing, listening and speaking skills at a higher proficiency level. An emphasis is also placed on Spanish/ Hispanic cultures and customs. Due to the rigor and pace of this course, it is only offered at the Honors level.

ELECTIVES

Elective sections may be limited compared to the number of students requesting them. Requests are not guaranteed to be fulfilled.

ART**Introduction to Ceramics**

Grades: 7 and 8

Term: Quarter, 6x/cycle

This is an exploratory course designed to expose middle school students to the many different techniques involved within the art of ceramics. Students will engage in a variety of projects that are subject to change throughout each quarter. While projects may change, students will all be introduced to the same fundamental ceramic techniques such as: fastening clay, hand-building clay, slab building clay, reclaiming clay, etc. As this is a *project-based class*, assessments will include but are not limited to: completion of sketches before each assignment, preparation and participation in class discussions and critiques, and mastery of hands-on art production.

Ceramics Studio

Grades: 7 and 8

Term: Quarter, 6x/cycle

Prerequisite: Ceramics 1

This is a follow-up course to Ceramics 1. Students will build upon their skills learned in previous ceramics course to plan and build works of art that utilize previously studied techniques. Students will continue to use hand-building techniques to create works of art out of the clay medium. As this is a *project-based class*, assessments will include but are not limited to: completion of sketches before each assignment, preparation and participation in class discussions and critiques, and mastery of hands-on art production.

Introduction to Drawing

Grades: 7 and 8

Term: Quarter, 6x/cycle

This is an exploratory course designed to expose middle school students to the many different techniques involved within the art of drawing. Students will engage in a variety of projects that are subject to change throughout each quarter. While projects may change, students will all be introduced to the same fundamental drawing techniques such as: how to utilize art-making tools to create works of art, how to brainstorm and plan ideas to create a work of art, and how to use varying 2-dimensional materials to create a successful drawing. As this is a *project-based class*, assessments will include but are not limited to: completion of sketches before each assignment, preparation and participation in class discussions and critiques, and mastery of hands-on art production.

Drawing Studio

Grades: 7 and 8

Term: Quarter, 6x/cycle

Prerequisite: Drawing 1

This is a follow-up course to Drawing 1. Students will build upon their skills learned in previous drawing course to plan and build works of art that utilize previously studied techniques. Students will continue to use 2-dimensional drawing techniques to create works of art out of the drawing medium. As this is a *project-based class*, assessments will include but are not limited to: completion of sketches before each assignment, preparation and participation in class discussions and critiques, and mastery of hands-on art production.

Introduction to Painting**Grades:** 7 and 8**Term:** Quarter, 6x/cycle

This is an exploratory course designed to expose middle school students to the many different techniques involved within the art of painting. Students will engage in a variety of projects that are subject to change throughout each quarter. While projects may change, students will all be introduced to the same fundamental painting techniques such as: how to properly mix varying color schemes (warm vs. cool), utilizing the color wheel/color theory in their art (primary, secondary, and tertiary colors), and how to create a tint vs. a shade of every color. As this is a *project-based class*, assessments will include but are not limited to: completion of sketches before each assignment, preparation and participation in class discussions and critiques, and mastery of hands-on art production.

Painting Studio**Grades:** 7 and 8**Term:** Quarter, 6x/cycle**Prerequisite:** Painting 1

This is a follow-up course to Painting 1. Students will build upon their skills learned in previous painting course to plan and build works of art that utilize previously studied techniques. Students will continue to use varying painting and color theory techniques to create works of art out of the paint medium. As this is a *project-based class*, assessments will include but are not limited to: completion of sketches before each assignment, preparation and participation in class discussions and critiques, and mastery of hands-on art production.

Introduction to Sculpture**Grades:** 7 and 8**Term:** Quarter, 6x/cycle

This is an exploratory course designed to expose middle school students to the many different techniques involved within the art of sculpture. Students will engage in a variety of projects that are subject to change throughout each quarter. While projects may change, students will all be introduced to the same fundamental sculpture techniques such as: building 3-dimensional objects with cardboard, recycled materials, plaster, and/or paper mache. As this is a *project-based class*, assessments will include but are not limited to: completion of sketches before each assignment, preparation and participation in class discussions and critiques, and mastery of hands-on art production.

Sculpture Studio**Grades:** 7 and 8**Term:** Quarter, 6x/cycle**Prerequisite:** Sculpture 1

This is a follow-up course to Sculpture 1. Students will build upon their skills learned in previous sculpture course to plan and build works of art that utilize previously studied techniques. Students will continue to use 3-dimensional building techniques to create works of art out of the sculpture medium. As this is a *project-based class*, assessments will include but are not limited to: completion of sketches before each assignment, preparation and participation in class discussions and critiques, and mastery of hands-on art production.

HEALTH & PHYSICAL EDUCATION**7th Grade Health****Term:** Year, 3x/cycle

The 7th Grade Health curriculum recognizes the challenges young teens face with their health and fosters the development of positive changes now to promote lifetime wellness. In the first unit, students will explore the four parts of health and develop strategies to recognize and improve unhealthy behaviors. Unit two focuses on making good decisions and conflict resolution. This unit prepares students to properly handle stressful situations in their early teen years. In the third unit, students learn to make nutritious food choices and gain the skills to implement a healthy diet. Within the final unit, students discuss the changes that are occurring in their bodies, conception, and the human lifespan.

8th Grade Health**Term:** Year, 3x/cycle

The 8th Grade Health curriculum strengthens students' comprehension of the importance and balance of their physical, mental and social health. Unit one, body systems, and unit two, physical fitness, introduces the complexity of the human body, and offer students strategies to maintain and strengthen their physical health. Due to stressful triggers that young teens face on a daily basis, unit three educates students on proper strategies to manage their stress. The final unit focuses on building responsible relationships. Students will evaluate their current social habits and acquire skills to improve future relationships.

Team Sports**Grades:** 8th Grade Only**Term:** Quarter, 6x/cycle

Team Sports elective will be a class held in the gymnasium. The class will be limited to 12 students per section. Students will learn practice strategies, specific skills, and team strategies for sports such as Basketball, Football, Team Handball, Wiffle Ball/Baseball, Hockey, and others. In order to choose this class, you must be willing to participate in activities every class, as well as complete written work to gain knowledge in each sport.

MUSIC**General Music****Grades:** 7 and 8**Term:** Semester, 6x/cycle

In this course, students will be introduced to the basics of songwriting in form, melody and harmony. They will incorporate these skills into various forms of music technology. Students will begin learning songwriting techniques to create musical compositions that relate to various forms of art, including paintings, stories, and film. Students will also create stories and drawings based on a variety of music including, but not limited to, symphonic works, choral, jazz, rock, and hip-hop.

Songwriting**Grades:** 7 and 8**Term:** Semester, 6x/cycle

Course Description: In this course, students will expand their songwriting skills to include lyric writing. Students will study music genres and styles, the history of lyrical songwriting, and matching words to musical expression. The class will work on mixing, using sound effects, and editing music to create a song. The course will culminate with a recording of a full song.

String Orchestra**Grades:** 7 and 8**Term:** Year, 3x/cycle

String Orchestra is open to students learning violin, viola, cello, and bass. Emphasis is placed on listening and playing together as an ensemble, as well as more specific technical skills such as intonation, phrasing, rhythm, bow techniques, vibrato, shifting, higher positions, and tone production. Rehearsals and lessons are mandatory. Participation in all public performances is required.

Concert Choir**Grades:** 7 and 8**Term:** Year, 3x/cycle

Students will perform various classic and modern choral literature throughout the year. Students will learn proper vocal technique and skills in maintaining vocal health. There will also be an emphasis on sight-reading and the development of aural skills. Members of the concert choir are required to attend rehearsals and performances after school. Small group or individual rehearsals are also mandatory. Participation in all public performances is required.

Concert Band**Grades:** 7 and 8**Term:** Year, 3x/cycle

As young instrumentalists, this class will explore the vast genres of music ranging from Tchaikovsky to Michael Jackson. Students will work on technique, rhythm, tone quality, style, and confidence, all while being a part of a supportive and positive musical environment. Students will take mandatory individual or group lessons during the school day to build a foundation in technique. All performances for this group are also mandatory. Students should have at least one year of playing experience, or half of a year of private lessons in their instrument to join.

Jazz Band**Grades:** 7 and 8**Term:** Year, 3x/cycle

This is our higher level band experience, incorporating guitar, bass, and drum set. Though named Jazz Band, the genres explored in this group include rock, funk, Latin jazz, and Broadway; in addition to the jazz styles. Participation in Concert Band is required for all Jazz Band members, unless previously discussed with the teacher. Students will take mandatory individual or group lessons during the school day to build a foundation in technique. All performances for this group are also mandatory. Students must have approval by the Jazz Band teacher before registration.

SCIENCE**Design & Modeling (Project Lead the Way)****Grades:** 7 and 8**Term:** Quarter, 6x/cycle

This is a Project Lead the Way course. This elective is designed to teach the basic concepts of engineering. Students will learn sketching techniques, measurement, and how to model sketches on a computer using Autodesk123D software. This course is very hands-on. Projects include making a foot orthosis (brace), and a wooden puzzle cube. Sketchbooks and graph paper are supplied.

Robotics and Automation (Project Lead the Way)**Grades:** 7 and 8**Term:** Quarter, 6x/cycle

This is a Project Lead the Way course. Students learn the history, development, and importance of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® kits to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Wildlife Ecology & Conservation**Grades:** 7 and 8**Term:** Quarter, 6x/cycle

This course is for all the nature-lovers out there. Students will learn how to identify many local reptiles, amphibians, birds, and mammals, as well as their calls. Frequent trips to the outdoor classroom will give students a first-hand look at wildlife habitats. Wildlife cameras will be used to track the movement of campus animals. Students will also learn about stream monitoring and have access to our very own monitoring station. Rubber boots provided.

TECHNOLOGY**Computer Skills & Applications****Grades:** 7 and 8**Term:** Semester, 6x/cycle**Prerequisite:** None

Students will understand both the personal and professional uses of technology. This course encourages them to be responsible computer users. The course includes typing review, word processing, presentations, spreadsheets (templates), and other multimedia projects. Applications used for this program include, but are not limited to, Google Suite, digital photography and photo manipulation, digital publishing, and many others. Students discover the many uses of technology through individual and group projects, and presentations. Students will be required to create or use websites, email accounts, digital file storage (cloud-based), and other tools to submit and share projects. Students will also explore many web-based tools to help them become better 21st-century digital citizens and life-long learners.

Engineering & Architectural Enrichment**Grades:** 7 and 8**Term:** Quarter, 6x/cycle**Prerequisite:** Computer Skills & Applications

Students will use prior knowledge and technology skills to complete individual and team exploration projects using various "Maker-Space" style stations. Emphasis on coding, robotics, physics, and other disciplines will be encouraged. Students will be required to work both independently, and on team projects, to show mastery of the investigative process, scientific method, collaborative organization, and the engineering design process. Students will be encouraged to imagine, create, plan, experiment, and revise their projects. All work will require prior approval and supporting documentation (ELA). Projects will be presented, as they are completed, to the class. Each marking period there will be a different, primary focus, and students will be able to self-direct their investigations according to individual interests or current events and topics. Safety, Investigative Processes, and Project-Based Learning will be emphasized.