Serve our students, support our community, and change the world.
Dear Parent/Guardian,

The administration and staff of Brittany Woods Middle School are committed to promoting academic success for all students. We will do all we can to ensure that each child has an opportunity to receive an outstanding education. This course description book will assist you and your child when selecting courses for the upcoming school year. Please consult this book when completing your child’s course selection form. All Brittany Woods students must take the core courses of English Language Arts, Mathematics, Science, and Social Studies. Physical Education/Health is a required, non-core course. Students complete their class schedule with non-core courses in the areas of Fine Art, Foreign Language, and Practical Arts. These courses, including P.E., meet all standards for college preparatory courses offered at University City High School. Some core classes require students to be assessed for placement. In these instances, teachers, guidance counselors, and administration review a variety of assessment information.

The Brittany Woods’ Guidance Department provides a comprehensive program that includes classroom lessons, small group sessions and individual counseling. The curriculum addresses respect, bullying, self-esteem, peer pressure, decision-making skills, positive interactions with others, personal goal setting, self-interest inventories and career exploration. All guidance classes are structured with interactive activities and discussions to promote personal reflection. The Guidance Department also offers support group counseling to students who need assistance in academics, dealing with family issues, peer pressure, stress management, anger management, conflict resolution and developing healthy relationships. Please contact our counselors, Mr. Davenport at 314-290-4288 or Ms. Douglas at 314-290-4289, whenever you have questions or concerns and encourage your child to do the same.

Brittany Woods Middle School provides a continuum of services for those with special needs. The Individualized Education Program (IEP), delivered by the general education, special education, and support staff, is used to address the educational, behavioral and/or social/emotional needs for identified students. Parents are an integral part of this important educational process.

We look forward to having you as a partner in your child’s education and encourage your active involvement during the school year. Thank you for your support and cooperation.

Sincerely,

Brittany Woods’ Administration and Staff
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**BWMS COURSE INFORMATION**

**Team Selection:** Students will be placed on teams randomly.

**Types of Courses:**

**Core Subjects:**
Core subjects include English Language Arts (ELA), Mathematics, Science, and Social Studies. Physical Education/Health is a non-core, required course. These subjects are mandatory for students to be enrolled in during the school year.

**Elective Subjects:**
Students have the opportunity to participate in several different electives. These courses help to develop interests and talents in the areas of fine arts, foreign language and practice arts. Depending upon the grade level, the courses are a quarter, semester, or year long in length.
The English Language Arts Department fosters a balanced literacy curriculum that engages students in a variety of daily reading and writing experiences that are needed in the complex process of becoming independent readers and writers.

The 6th, 7th, and 8th grade English courses utilize a balanced literacy approach to instruction and through the district curriculum process thematic units are developed that emphasize the literature core concepts and power standards. Students will write about their reading and thinking everyday. Most often students write to capture their thinking, experiment with writing strategies, and follow models from mentor texts. Each quarter students will develop a major a piece of writing for a specific audience and purpose. By the end of the year students will have published at least one argument, one informational text, and one narrative. Students edit their published writing for grammar usage and correctness.

English Language Arts 6
During reading, students begin citing single pieces of textual evidence, describing the plot of a story and how characters respond, and determining a single central idea from a text. By the end of the year, students will read and comprehend text at the appropriate level of complexity for 6th grade, with scaffolding and support as needed. Students will begin critically reading with complexity to capture their thinking to apply this new knowledge through informational, narrative, and argument writing. This writing will utilize transitions to clarify relationships, establish context, draw on several sources to answer a question, and support claim(s) with clear reasons and relevant evidence.

English Language Arts 7
During reading, students will continue citing evidence within a text. Students will now cite several pieces of textual evidence. Students will analyze how particular elements of a story or drama interact. Students will determine one or more central ideas with an analysis of their development. By the end of the year, students will read and comprehend text at the appropriate level of text complexity for 7th grade, with scaffolding and support as needed. Students will improve their critical reading with levels of complexity to capture their thinking and use analysis skills to apply this new knowledge through informational, narrative, and argument writing. This writing will that use transitions to create cohesion, establishes a point of view, draw on several sources to answer focused questions, and support claims with logical reasoning and relevant evidence.
English Language Arts 8

During reading, students continue citing evidence within a text. Students will now cite the textual evidence that most strongly supports an analysis of what the text says explicitly. Students will analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. By the end of the year, students will read and comprehend text at the appropriate level of text complexity for 8th grade, with scaffolding and support as needed. Students will improve their critical reading with levels of increased complexity to capture their thinking and uses analysis skills to apply this new knowledge through informational, narrative, and argument writing. This writing will use varied transitions to create cohesion, establish a point of view, draw on several sources to answer focused and self-generated questions, and support claims with logical reasoning and relevant evidence.

English Language Arts Lab 6, 7, 8

ELA Lab provides students with an additional period of English Language Arts support specifically designed to meet the needs of the individual students in the class. The class has a maximum of ten (10) students, allowing for the ELA Reading Interventionist to provide small group support to growing readers. Reading assessment scores are used to place students into the course and identify areas of need.
Mathematics is an integral part of the society we live in today. Therefore, the mathematics department strives to instill in our students an understanding of the basic fundamental operations of mathematics. Students will be provided the opportunity to discover, understand and appreciate mathematical patterns and processes. They will also develop confidence in their own ability to solve mathematical problems in an organized and efficient manner. The goals of the mathematics program are to ensure that the students acquire a working knowledge of algebra and continue to develop their knowledge of geometry, probability, statistics, number systems, and numerical sense.

**Mathematics 6**

Students connect ratio and rate to whole number multiplication and division using concepts of ratio and rate to solve problems. Students gain an understanding of division of fractions and extend the notion of number to the system of rational numbers, which includes negative numbers. Students write and interpret mathematical problems using mathematical expressions and equations. Emphasis of sixth grade curriculum includes developing an understanding of statistical thinking.

**Pre-Algebra 6**

Students formulate and reason with expressions and equations, including modeling as association and bivariate data with a linear equation, and solve linear equations and systems of linear equations. Students grasp the concept of functions and use functions to describe quantitative relationships. In this course, students analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence. Students gain an understanding and are able to apply the Pythagorean Theorem.

**Prerequisite: Advanced score on the 5th grade MAP Math**

**Mathematics 7**

Students develop an understanding of and learn how to apply proportional relationships. In this class students gain an understanding of operations with rational numbers and work with expressions and linear equations. Students draw inferences about populations based on samples and solve problems involving scale drawings, informal geometric constructions, and work with two-and three-dimensional shapes to solve problems involving area, surface area, and volume.
Pre-Algebra 7
Students formulate and reason with expressions and equations, including modeling as association and bivariate data with a linear equation, and solve linear equations and systems of linear equations. Students grasp the concept of functions and use functions to describe quantitative relationships. In this course, students analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence. Students gain an understanding and are able to apply the Pythagorean Theorem.

Prerequisite: Proficient or Advanced score on the 6th grade MAP Math & Benchmark Assessments and/or teacher recommendation.

Pre-Algebra 8
Students formulate and reason with expressions and equations, including modeling as association and bivariate data with a linear equation, and solve linear equations and systems of linear equations. Students grasp the concept of functions and use functions to describe quantitative relationships. In this course, students analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence. Students gain an understanding and are able to apply the Pythagorean Theorem.

Algebra 7, 8
Students learn relationships between quantities and reasoning with equations. Students engage in methods for analyzing, solving, and using quadratic functions. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. Students will learn function notation and develop the concepts of domain and range. They compare and contrast linear and exponential functions. Students explore systems of equations and inequalities. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions. Students consider and create quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. Students expand their experience with functions to include more specialized functions—absolute value, step, and those that are piecewise-defined. Students will use statistics to summarize, represent, and interpret data in real-world situations, and understand that specific types of graphs are better at displaying different types of data.

Prerequisite for 7th grade students: A or B in Pre-Algebra 6, Proficient or Advanced score on the 6th grade MAP Math & Benchmark Assessments and/or teacher recommendation.

Prerequisite for 8th grade students: A or B in Pre-Algebra 7, Proficient or Advanced score on the 7th grade MAP Math & Benchmark Assessments and/or teacher recommendation.
Geometry 8

Students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized early in this course. Students will establish triangle congruence criteria. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean theorem.

Students will construct informal explanations of circumference, area and volume formulas. Students use a rectangular coordinate system to verify geometric relationships. Students prove basic theorems about circles. They study relationships among segments on chords, secants, and tangents as an application of similarity. Students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations. Students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability.

Prerequisite for this course: A or B in Algebra 7, Proficient or Advanced score on the Algebra 1 End of Course Exam & Benchmark Assessments and/or teacher recommendation.
The Science Department strives to help students develop deep understanding of scientific concepts in the areas of physical science, space science, earth science, and life science. Students engage in problem-solving process and inquiry-based learning to build their understanding and to develop science skills.

Science 6 Year
Students will investigate the following essential questions: What makes up our solar system? How does water influence weather, circulate in the oceans, and shape Earth’s surface? How do the structures of organisms contribute to life’s functions? How do matter and energy move through an ecosystem? How does thermal energy affect particles? How can an object’s motion be described?

Science 7 Year
Students will investigate the following essential questions: How can the motion of Earth explain seasons and eclipses? What factors interact and influence weather and climate? How do organisms obtain and use matter and energy? How do organisms grow, develop, and reproduce? How can particles combine to produce a substance with different properties? How can one predict an object’s continued motion, changes in motion, or stability?

Science 8 Year
Students will investigate the following essential questions: How do advances in science and technology meet human needs? How do people figure out that the Earth and life on Earth have changed over time? How does the movement of tectonic plates impact the surface of Earth? How do organisms interact with other organisms in the physical environment to obtain matter and energy? How does genetic variation among organisms in a species affect survival and reproduction? How does the environment influence genetic traits in populations over multiple generations? How can energy be transferred from one object or system to another? How are energy and work related?
The Social Studies Department concentrates on the individual in society, the rights and responsibilities of citizenship as well as the experiences and contributions of diverse cultures.

**Social Studies 6**
Social Studies 6 focuses on cultural geography, world history and emphasizes the study of geographic regions of the world. Students study the social, political, economic, and physical aspects of world geography. The study of world geography helps students gain greater understanding of countries’ locations, cultures, developments, relationships, and interdependence. Students will learn about the geography, culture, and history of medieval Europe and the empires and cultures of Africa and Asia. World History introduces students to the world’s earliest cultures. It examines the geography and history of the ancient cultures of Egypt, Mesopotamia, India, China, Greece, Rome, Japan, Africa, Arabia, and the Americas.

**Social Studies 7**
Social Studies 7 focuses on the earth and its cultures through the study of geography, economics and government. It brings understanding of how earth’s physical features and the cultural features of its inhabitants are intertwined. A good understanding of the earth and its people living in distinctive physical settings and particular cultures will create a global understanding of today’s issues, thus creating a citizen more equipped to functioning effectively in a diverse world.

**Social Studies 8**
Social Studies 8 focuses on American History. This is an in-depth course of study covering the development of United States history from pre-Columbian to the Reconstruction Period. The content and activities will connect America’s rich heritage to students’ lives today and to their futures.
PHYSICAL EDUCATION/HEALTH

Physical activity is an important part of every student’s daily life. This course will focus on fitness, wellness, important health issues and proper techniques for sporting activities. Students must have appropriate physical education attire: tennis shoes, white tee shirts, and black shorts or sweats. Denim is not allowed.

Comprehensive P.E./Health 6, 7, 8 Year
This course is designed to expose and instruct all students in the following activities: physical fitness testing, aerobic endurance, walking, jogging, soccer, volleyball, basketball, softball, track and field, cross country, recreational games, circuit training, flag football, floor hockey, and speed ball. The total program will assist the student in making healthy decisions to develop a responsible, active and enjoyable lifestyle.

In Health, students will focus on nutrition, exercise, making healthy decisions, sports/lifetime activities, and injury prevention. Students will study the structure and function of the ten human body systems. A part of this unit will focus on sex education with parental permission.

TALENTED & GIFTED DEVELOPMENT

Talented & Gifted Development (TAGD) 6, 7, 8 Year
This course is designed for the self-motivated gifted student who is ready for extra challenges. Students are selected based on aptitude test scores, achievement test scores and a creativity assessment. The course includes more in-depth research, reading, writing and individual responsibility for progress.
FINE ARTS

The Fine Arts Department strives to have students experience the relationship of music, drama, and art in every aspect of humanity. The Arts enables students to develop an awareness of aesthetic values, express feelings, ideas, interests and aptitudes, as well as acquire a knowledge and understanding of culture in relation to other times and places.

ART

Students will use critical thinking skills as they learn how to create, evaluate and interpret visual artwork. Lesson objectives will vary focusing on historically important artists and themes, use of particular media and techniques, and cultural and personal expressions. Students will explore methods of visual design that will challenge their imagination. On all grade levels, art experiences will concentrate on the elements and principles of art, skills and techniques, craftsmanship, as well as analytical and critical thinking.

Exploratory Art 6 Quarter
Students will explore a variety of art media and techniques while producing 2 and 3-dimensional works of art. Students will learn about historically important artists and art themes and use the elements and principles of art to create and evaluate their work.

Art 7 Semester
Students will expand their knowledge and experiences in visual art by choosing the most appropriate media and techniques to meet the given objective. Lesson objectives will vary and will include creating realistic and abstract designs, creating work in a particular art style or artist’s style, and using personal or self expression to show mood or opinion.

Art 8 Semester
Students will develop deeper understandings of the cultures from which art has been created and how artists have used symbols, styles, media and techniques to express emotions and ideas. Students will create and evaluate their work based on prior art knowledge and using analytical thinking skills.
Advanced Art 8  
Students who are especially interested in visual art will expand their knowledge and refine their skills in creating artwork. Also, students with a particular interest in a medium, such as painting or sculpture, will have the opportunity to further explore. Students will explore a variety of art media and techniques while producing 2 and 3-dimensional works of art. Students will learn about historically important artists and art themes and use the elements and principles of art to create and evaluate their work.  
**Prerequisite:** 8th graders who have successfully completed a semester of Art and/or teacher recommendation.

With successful completion of Advanced Art 8 and teacher recommendation, students may enter Drawing at the high school level.

**BAND**

The following instruments are taught in Band: Baritone, Bells/Percussion, Clarinet, Flute, French Horn, Saxophone, Trumpet, Trombone, etc.

**Band 6**

Emphasis in Band 6 will be placed on the fundamentals of embouchure, posture, proper maintenance and care of instruments, and tone. Individual playing skills, effective at-home practice, music reading, and ensemble performance techniques will be introduced throughout the year. Students will “try out” on instruments during their 5th grade year to determine the best fit between instrument and student. Instrumentation and placement of instruments may need to be controlled by the director in order to have an acceptable balance of sound. Attendance is required at all rehearsals and performances.

**Beginning Band 7**

This class is designed for students in 7th grade that are interested in band, but were unable to take band in 6th grade. Emphasis in Beginning Band 7 will focus on the same fundamentals and techniques developed in Band 6, but at a more accelerated pace. Students will learn fundamental playing techniques as a full group, then move to smaller, like-instrument groups for the remainder of the semester. Students will take a series of tests throughout the course to determine their ability to transition to Intermediate Band Year 7.  
**Students who pass the required tests will be allowed to transition to 7th Grade Intermediate Band.**
**Intermediate Band 7**  
Emphasis in Intermediate Band 7 will be placed on developing fundamental embouchure, posture, and tone in order to increase range, dexterity, and endurance. Intermediate technical skills will be introduced. Solo and ensemble tone quality, musical styles, listening skills, and ensemble techniques are explored more fully, and increasingly challenging literature will be introduced. Attendance at all performances and rehearsals is required.  
**Prerequisite: Band 6 and/or successful completion of Beginning Band 7 promotion tests.**

**Band 8**  
Emphasis in Band Year 8 will be placed on developing advanced technical skills, tone production, solo and ensemble technique, and endurance. More diverse musical styles will be explored in this class. More advanced music theory concepts and increased individual, section, and ensemble expression will be introduced through the playing of challenging concert band repertoire. Increased performance opportunities are available and encouraged. Attendance at all rehearsals and performances is required.  
**Prerequisite: Intermediate Band 7 and/or permission of Band Directors.**

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**CHOIR**

**Choir 6**  
Choir 6 is open to all sixth grade students who wish to improve their ability to sing. Various styles of music will be studied with an emphasis on music reading and part singing. Student skills in vocal production, general musicianship, and concert etiquette will be developed. This choir will perform in concerts throughout the year. Choir 6 continues the development of musical knowledge and skills and encourages growth towards personal and ensemble potential. Attendance is required at all performances.

**Choir 7**  
Choir 7 provides an opportunity for students to develop musically within a choral ensemble. Various styles of music will be studied with an emphasis on sight singing, vocal production, concert etiquette, and performance technique. An understanding of musical elements and terminology is reinforced. This choir will perform in various concerts throughout the year. Attendance is required at all performances.
Choir 8 Year
Choir 8 provides an opportunity for students to develop musically within a choral ensemble. Various styles of music will be studied with an emphasis on sight singing, vocal production, concert etiquette, and performance technique. An understanding of musical elements and terminology is reinforced. This choir will perform in various concerts throughout the year. Attendance is required at all performances.

DANCE

Exploratory Dance 6 Quarter
This course is an introduction to dance styles. Students will learn the basics of Ballet, Modern, Jazz, Contemporary, and Africa dance techniques. Students will be encouraged to express themselves through movement while learning about flexibility, coordination, body awareness, movement quality, and musicality.

Dance 7, 8 Semester
This course is an introduction to dance styles. Students will learn the basics of Ballet, Modern, Jazz, Contemporary, and Africa dance techniques. Students will be encouraged to express themselves through movement while learning about flexibility, coordination, body awareness, movement quality, and musicality.

Advanced Dance 7, 8 Semester
Students will continue to grow and increase their technique in Ballet, Modern, Jazz, Contemporary, and African. Students will begin to develop artistry behind their movements and performance quality in dance. Students will be creating their own unique style of moving through choreography composition. Students will be encouraged to express themselves through movement while learning about flexibility, coordination, body awareness, movement quality, and musicality.
Prerequisite: Successful completion of Dance 7 or 8 and teacher recommendation.

MUSIC APPRECIATION

Music Appreciation 7, 8 Semester
Music Appreciation is a semester-long course that engages the student in studying music’s role in our lives on an individual, communal, and global scale. We seek to continue the students’ general music education that was begun in elementary school, but also to make it more personal as we discuss the impact of certain musicians, ideas, and events on our lives. Course content includes: music that changed the world (in all genres, including classical music), exposure to different genres of American popular music, music from around the world, and music important to St. Louis.
**ORCHESTRA**

The following instruments are taught in Orchestra: Violin, Viola, Cello, and String Bass

**Beginning 6th Grade Orchestra**

6th grade Beginning Orchestra is open to all incoming 6th grade students. In this course, students will learn about one of the four string instruments; violin, viola, cello, or string bass. Students will learn the technique of holding and playing the instrument, reading music, discovering music history, and writing music theory. All orchestra students are required to perform in several school-sponsored concerts throughout the year. All orchestra students are required to rent their own instrument either through the school or through a company. There is no prior music experience necessary to enroll in this course.

**6th Grade Orchestra**

Orchestra is offered to entering 6th Orchestra students as a continuation for students with previous orchestral experience. The concepts learned in this course are extensions of 4th and 5th grade strings classes. These concepts include time and key signatures, complex rhythms, quick note reading, sight reading, and a variety of musical literature, history, and listening activities. Students are required to practice at home weekly and to attend concerts outside of school hours.

**Prerequisite:** Students must have been in the University City Strings Program since 4th grade. Only exceptions are for students who have had private lessons outside of school or have been in a strings program for two years or more (or by teacher’s discretion) in a different school district. If students are not from the University City Strings Program they will have to prepare an audition including D Major and G Major scales, as well as perform a selected piece.

**7th Grade Orchestra**

Orchestra is offered to entering 7th Orchestra students as a continuation for students with previous orchestral experience. The concepts learned in this course are extensions of 4th-6th grade strings classes. These concepts include complex time and key signatures, complex rhythms, quick note reading, sight reading, and a variety of musical literature, history, and listening activities. Students are required to practice at home weekly and to attend concerts outside of school hours.

**Prerequisite:** Students must have been in the University City Strings Program since 4th grade. Only exceptions are for students who have had private lessons outside of school or have been in a strings program for three years or more (or by teacher’s discretion) in a different school district. If students are not from the University City Strings Program they will have to prepare an audition including D Major, G Major, and C Major scales, as well as perform a selected piece.
8th Grade Orchestra
Orchestra is offered to entering 8th Orchestra students as a continuation for students with previous orquestral experience. The concepts learned in this course are extensions of 4th-7th grade strings classes. These concepts include complex time and key signatures, complex rhythms, quick note reading, sight reading, and a variety of musical literature, history, and listening activities. It also includes studies of shifting, vibrato, and tuning. Students are required to practice at home weekly and to attend concerts outside of school hours.

Prerequisite: Students must have been in the University City Strings Program since 4th grade. Only exceptions are for students who have had private lessons outside of school or have been in a strings program for four years or more (or by teacher’s discretion) in a different school district. If students are not from the University City Strings Program they will have to prepare an audition including D Major, G Major, and C Major scales, as well as perform a selected piece.

THEATER ARTS

Exploratory Theater Arts 6
Students will explore three areas of the theater arts. First, students will examine the rich traditions and history of theater in world cultures. Students will also investigate the steps to producing a dramatic production and the roles different individuals take to produce a play. Finally, the students will be introduced to techniques of how the body and voice are used in acting. Students are required to participate in class acting projects.

Theater Arts 7
Students will expand their knowledge of theater history and traditions by researching a time period, culture or tradition of their choosing. Emphasis is placed on stage acting involving line memorization, characterization, blocking and scene production. Students are required to participate in class acting projects.

Theater Arts 8
Students will expand their knowledge of theater history and traditions by researching a time period, culture or tradition of their choosing. Emphasis is placed on stage acting involving line memorization, characterization, blocking and scene production. Students are required to participate in class acting projects.

Advanced Theater 8
Advanced Theatre Arts focuses on character development and students directing their own production. Students are required to participate in class acting projects. A grade of an A or B in Theatre Arts 7 or 8 is preferred.

Prerequisite: Successful completion of Theater Arts 7 or 8 and teacher recommendation.
FOREIGN LANGUAGE

The program focuses on the teaching of vocabulary, grammar, and sentence structure through reading comprehension, writing, and listening skills. By combining a cultural focus with the academic aspects of language study, students will gain a broader understanding of the various foreign cultures. In addition to assignments from the text and various supplemental materials, the students will participate in special projects, songs, games, computer activities, field trips, videos and classroom presentations made by visiting native speakers. Students must start the study of foreign language no later than seventh grade and complete coursework successfully.

FRENCH

Exploratory French 6 Quarter
Exploratory French will give students an introduction to key concepts in French from grammar and vocabulary to culture and geography. Designed for middle-school students, the course will encourage students to use French for communication and self-expression and make acquiring a second language a natural, personal, enjoyable and rewarding experience.

Beginning French 7, 8 Year
This course is the beginning course of a two-year sequence, which introduces basic grammar and vocabulary. Activities will include exercises from the texts, worksheets, and oral activities designed to increase proficiency, dialogue, and enhance the study of language and culture.

Advanced French 8 Year
This course is the second course of the two-year sequence. Students will continue with French grammar and vocabulary, as well as building their speaking and writing skills. Activities will include exercises from the text, worksheets, reading of dialogues, oral activities, and the teaming of students to encourage oral proficiency. Students will explore culture through video, discussion, special projects and presentations.

Prerequisite: Successful completion of Beginning French 7.

Both Beginning French and Advanced French are required in order to enroll in French II at the high school level.
LATIN

Exploratory Latin 6  Quarter
Discovering Latin is an introductory class on the ancient Romans-their language, culture, mythology, and influences. What is it that made Rome one of the most dominant societies humanity has ever seen, and how have the Romans left their impact on our day-to-day lives even today, 2,000 years later? Through the study of Latin and ancient Roman culture, students will begin to learn the language that makes up 50% of our English vocabulary and the culture we can’t escape even today. The study of Latin has been shown to improve English reading comprehension and ACT/SAT exam scores. Additionally, students gain invaluable experience in thoughtfully exploring other cultures, while developing analytical and critical thinking. Learn about the original language of Roman mythology in Discovering Latin!

Beginning Latin 7, 8  Year
Students complete the first part of a two-year sequence. Begin learning to read, write, and speak in Latin, a language which has influenced the vocabulary and grammar of many of our modern languages, including English. Alongside the study of Latin, students will learn about ancient Roman culture and the ancient world, exploring subjects that include Roman mythology, architecture, family life, geography, education, and more!

Advanced Latin 8  Year
Students complete the second and final part of a two-year sequence, completing the full Latin 7 curriculum. Continue learning to read, write, and speak in Latin. Students delve deeper into the Latin language and begin to read slightly more complex Latin stories as their understanding of the language evolves. Alongside the study of Latin, students will learn about ancient Roman culture and the ancient world, exploring subjects that include Roman poetry, Homer’s Iliad, the Olympians, Roman forms of government.

Prerequisite: Successful completion of Latin 7.

Both Beginning Latin and Advanced Latin are required in order to enroll in Latin II at the high school level.
SPANISH

Exploratory Spanish 6   Quarter
Exploratory Spanish will give the student an introduction to key concepts from grammar and vocabulary to culture and geography. Designed for middle-school students, the course will encourage students to use Spanish for communication and self-expression and make acquiring a second language a natural, personal, enjoyable and rewarding experience.

Beginning Spanish 7, 8   Year
This first year course focuses on the teaching of basic sentence structure and vocabulary and developing listening, speaking, writing and reading skills. Students will participate in special projects, activities, songs, games, sampling of Hispanic foods and classroom presentations made by visiting native speakers.

Advanced Spanish 8   Year
This is a second year Spanish course, which continues the studies and activities introduced in 7th Grade Spanish. There is increased emphasis on the spoken language and exercises using structure and vocabulary.

Prerequisite: Successful completion of Spanish 7.

Both Beginning and Advanced Spanish are required in order to enroll in Spanish II at the high school level.
PRACTICAL ARTS

The Practical Arts Department develops students’ 21st century skills, critical in today’s continually evolving world. Practical Arts provides students with the technological, financial, entrepreneurial, and day to day skills necessary to become independent, critical thinkers, and problem solvers.

COMPUTER SCIENCE

Exploratory Computer Science Discoveries I 6 Quarter
Students will discover the languages powering the web, build their own websites in HTML and CSS using Web Lab and practice valuable programming skills such as debugging and commenting. Students will program animations, interactive art and games in Game Lab. Students will use Code.Org Discoveries Curriculum Units 1 & 2

Computer Science Discoveries II 7 Semester
This highly interactive and collaborative class practices using the problem-solving process to address a series of puzzles, challenges, and real world scenarios. Students will learn how computers input, output, store, and process information to help humans solve problems. This class will include a project in which you design an application that helps solve a problem of your choosing. Student will work through a series of design challenges to better understand the needs of others while developing a solution to a problem. Part of this class will also consist of an interactive team project where teams have the opportunity to identify a need that they care about, prototype solutions both on paper and in App Lab, and test solutions with real users to get feedback and drive further iteration. Students will access Code.Org Discoveries Curriculum Units 3, 4, 5 & 6.
Prerequisite: Successful completion of Computer Science Discoveries I.

Computer Science for Innovators and Makers (Project Lead The Way) 7 Semester
This course will allow students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Throughout the course, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable, and plan and develop code for microcontrollers that bring their physical designs to life. Physical computing projects will promote student awareness of interactive systems, including Internet of Things (IoT) devices, and broaden their understanding of abstract computer science concepts through meaningful and authentic applications.

App Creators (Project Lead The Way) 8 Semester
This course will expose students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.
ENTREPRENEURSHIP

Entrepreneurship 7 Semester
Through the creation of their own company, students will focus on product development, sales concepts, customer service, budgeting/financial management, and negotiation practices. The real-world business experiences discussed will increase student’s critical thinking, problem-solving and decision making skills.

FAMILY & CONSUMER SCIENCES (F.A.C.S)

The aim of the Family & Consumer Sciences course is to increase the students’ ability to act responsibly and productively, work cooperatively, apply concepts of balancing school work and family, create solutions to critical and emergent issues, utilize technology effectively in personal and family settings and maintain healthy lifestyles. Family & Consumer Sciences provide the bridges needed by all students to help deal with life issues.

Exploratory Family & Consumer Sciences 6 Quarter
The Exploratory Family & Consumer Sciences course is designed to provide instruction in: leadership, family systems, family and consumer science resources, finances and budgeting, nutrition, health and wellness, career pathways, textiles, clothing care, sewing, and cooking basics.

Family & Consumer Sciences 7 Semester
The Family & Consumer Sciences course at the seventh grade level will focus on preparing students to become independent and productive citizens. Instruction will be delivered in a student-centered, modular education classroom setting. The course involves an applied approach to curriculum focused on the following areas: leadership, family systems, family and consumer science resources, finances and budgeting, nutrition, health and wellness, career pathways, textiles, clothing care, sewing, and cooking basics. Students will be involved in research, hands-on activities, problem solving practices and group work.

Family & Consumer Sciences 8 Semester
The Family & Consumer Sciences course at the eighth grade level will further develop skills in the areas of: leadership, family systems, family and consumer science resources, finances and budgeting, nutrition, health and wellness, career pathways, textiles, clothing care, sewing, and cooking basics. Students will be involved in more complex levels of research, challenging hands-on activities, advanced problem solving practices and more independent work.
Advanced Family & Consumer Sciences 8  

This advanced course is designed for students who have exhibited an interest in further developing their skills and knowledge of Family and Consumer Sciences. Students will perform in-depth studies in the areas of child development, advanced food preparation with emphasis on other cultures, managing money as it relates to income and expenditures, and utilizing store bought patterns and creating personal patterns to construct/sew a garment.  

Prerequisite: Successful completion of Family & Consumer Sciences 7 or 8 and teacher recommendation.

**TECHNOLOGY/ENGINEERING**

The students will explore the relationship between technology and our lives today while constructing a variety of individual and group inquiry-based projects. Computer technology will be used to enhance instruction.

**Exploratory Technology & Engineering 6**  
Quarter  
Students will be introduced to design and engineering processes and the technical knowledge and skills necessary for project construction. Students will also have the opportunity to examine and dismantling existing technology such as cell phones to further understand the design process. Code.org unit 6 will be integrated within this course.

**Design and Modeling (Project Lead The Way) 7**  
Semester  
Students will begin to recognize and the value of an engineering notebook to document and capture their ideas. Students are introduced to and use the design process to solve problems and understand the influence that creative and innovative design has on our lives. Students will use industry standard 3D modeling software to create a virtual image of their designs and produce a portfolio to showcase their creative solutions.

**Automation and Robotics (Project Lead The Way) 8**  
Semester  
Students will trace the history, development, and influence of automation and robotics. They will learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use a robust robotics platform to design, build, and program a solution to solve an existing problem.
APPENDIX A: ACADEMIC POLICIES AFFECTING COURSEWORK

Cross Teaming: Cross Teaming is strongly discouraged and every effort has been made to provide a master schedule that exhibits the best of middle school practices and what is good for all students. This will allow for students to remain on team for their core classes. However, sometimes due to student need, cross teaming is appropriate and may be allowed at administration discretion.

Class Changes: Necessary changes will be made within the first week of the quarter. Reasons for changes may include:
- Student is not enrolled in all four core classes
- Student is not enrolled in PE
- Student assigned to the same class twice
- Student has not completed prerequisite for an assigned class
- Student is enrolled in a class not designated for a student’s current grade level
- Other reasons at counselors’ or administrators’ discretion

All changes need parental and counselor approval.

Promotion and Retention Requirements

Promotion
Students in grades sixth through eighth must pass language arts, mathematics, science, and social studies with a yearly average of 60 D or higher. In determining a student’s appropriate placement, teachers and administrators must review the requirements for promotion. Each discipline shall be marked quarterly on report cards.

Retention
Students who do not meet promotion requirements will be retained in the grade level for which promotion requirements were not met. The following procedures will be implemented for students who are in jeopardy of not meeting promotion requirements.

Students who do not make progress towards promotion before the end of the first quarter must receive addition time and support when they initially encounter academic barriers that may result in academic difficulty. A plan of tiered support that includes: Tier I - School-wide Strategies, Tier II - Targeted Strategies, and Tier III - Individualized Strategies must be provided.

Before a student can be retained in grades sixth through eighth, there must be a review of the interventions provided with supporting documentation that the strategies in the intervention plan were implemented. Parents will be notified throughout the school year of their child’s academic
progress through mid-quarter progress reports, quarterly report cards, Parent Link, and parent conferences.

The complete procedures for intervention are available for review at the middle school.

1. Counselors will report the names of any students receiving failing grades during any grading period and will schedule a Care Team meeting to review the student’s records and develop an intervention plan. Parents/Guardians will be invited and encouraged to attend the Care Team meeting.

2. A conference for the parents/guardians will be scheduled with the principal or the principal's designee and the teacher(s) to review the student’s progress after one or two grading periods of interventions have been implemented. If the student is showing progress, the intervention plan will be continued and monitored for continued progress. If the student is not showing progress, a discussion concerning the probability of retention will be held. A record of the date, time, place, participants and discussion regarding retention will be kept on file.

3. Counselors will gather data in preparation for a decision on retention. The decision on retention will be made at the end of the fourth term. Factors to be considered will include but are not limited to attendance, number of passing grades, chronological age, and evaluation of the Individual Intervention Plan. Students who do not meet promotion requirements and are two years older than the designated age for that grade level will be given special consideration when making the decision to promote or retain.

4. Decisions regarding retention will be made by the principal, with input from the parents/guardians, the teacher(s) and the Care Team. Written notification of retention will be sent to the parents/guardians and included in the student’s file.