

**MIDDLE SCHOOL
PROGRAM OF STUDIES AND INFORMATION
2010-2011**

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323-5600

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NORTH MIDDLE SCHOOL

5808 Oregon, Portage, MI 49024
323-5700

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Student Assistance Coord.*

WEST MIDDLE SCHOOL

7145 Moorsbridge Road, Portage, MI 49024
323-5800

*Larry Killips, Principal
Denny Roehm, Asst. Principal*

*Amy Gray, Counselor
Marcy VanWinkle, Academic
Support Facilitator*

INTRODUCTION

This booklet provides information about the curriculum for all three middle schools (Grades 6-8) of the Portage Public Schools.

The course descriptions in this brochure represent the courses as planned at the time of publication. The Program of Studies can be subject to change in whole or in part by direction of the Superintendent of Schools or the Portage Public Schools Board of Education.

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PORTAGE PUBLIC SCHOOLS
CURRICULUM INSTRUCTION COUNCIL

POSITION STATEMENT:

STUDENT ENTRANCE INTO MIDDLE SCHOOL AND HIGH SCHOOL COURSES OR PROGRAMS

WHEREAS, the *Learning Beliefs* by the Portage Public Schools state: “Every student has the opportunity to be successful;”

WHEREAS, the *Mission Statement* of the Portage Public Schools Board of Education states as part of its goal: “. . . to produce responsible, self-sufficient citizens who possess the intellectual and life skills, motivation, and self-esteem to continue individual growth . . .” [and to] “. . . promote excellence and recognize individual learning potential . . .;”

WHEREAS, the *Philosophy of Learning, Instruction, and Assessment* adopted by the Portage Public Schools’ Curriculum Council (1996) states: “We believe that an effective written curriculum develops student learning through its high expectations and achievable standards for all;”

WHEREAS, the *Curriculum Framework* of the Michigan Department of Education (1996) states: “Michigan’s K-12 education will ensure that all students will develop their potential in order to lead productive and satisfying lives. All students will engage in challenging and purposeful learning that blends their experiences with content knowledge and real-world applications in preparation for their adult roles;”

WHEREAS, it is the student and parent who ultimately determine whether or not a student’s learning within a given course or program is successful and productive;

THEREFORE, it is the position of the Portage Public Schools’ Curriculum Instruction Council that students may not be denied entrance into middle or high school grade level courses or programs based upon criteria designed to screen students from participation or to end their continuance in courses or programs.

FURTHERMORE, it is understated that said position recognizes the exception of courses and programs (1) that possess state-mandated entrance requirements, *e.g. Special Education*, (2) that involve county-wide quotes for individual school districts, *e.g. EFE* and *EFA*, or (3) that are operated by out-of-district agencies, *e.g. KAMSC* and *ATYP*.

AND FURTHERMORE, it is the position of the Curriculum Instruction Council that district approved curriculum outcomes, benchmarks, proficiency performance indicators, and assessments will be the standards for all students in any district core curriculum course or program.

Adopted: December 17, 1997

MIDDLE SCHOOL OVERVIEW		
6TH GRADE	7TH GRADE	8TH GRADE
English/Language Arts (2 hour block)	English/Language Arts	English/Language Arts
	World Language	World Language
Math	Math	Math
Science including Human Growth & Development	Science including Human Growth & Development	Science including JUMPSTART
Social Studies	Social Studies	Social Studies
Physical Education/Music	Physical Education	Physical Education
Unified Arts	Elective/Elective	Elective/Elective
<p>Unified Arts * Includes 9 weeks of each:</p> <p>Art Computer Education Family and Consumer Science Technology Education</p> <p>* Course titles and content subject to change based upon available staffing</p>	<p>Electives (7th and 8th Grades):</p> <p>Art</p> <ul style="list-style-type: none"> - <i>3-Dimensional Art</i> - <i>Art Exploration</i> - <i>Drawing & Painting</i> <p>Communications</p> <ul style="list-style-type: none"> - <i>Communications</i> - <i>Drama</i> - <i>Forensics</i> <p>Computer Education</p> <p>Family and Consumer Science</p> <p>Cultural Awareness</p> <p>Drama</p> <p>Forensics</p> <p>Technology Education</p> <ul style="list-style-type: none"> - <i>Woodworking</i> <p>Music</p> <ul style="list-style-type: none"> - <i>Band</i> - <i>Choir</i> - <i>Concert Orchestra</i> <p>Physical Education</p> <ul style="list-style-type: none"> - <i>Power Training</i> - <i>Water Sports</i> - <i>Sports/Fitness</i> 	

GENERAL INFORMATION

Sixth, seventh & eighth grade students participate in a required core curriculum as well as required exploratory experiences. Also, seventh and eighth grade students have elective opportunities. All students are assigned to a team of teachers for their core classes (English/Language Arts, Math, Science and Social Studies.)

SUGGESTIONS FOR PLANNING A PROGRAM

1. Very carefully read this Program of Studies. It is your copy, to mark or underline.
2. Talk with your parents about appropriate classes.
3. Consult with teachers about specific classes and programs.
4. Work with your counselor.
5. Ask students who have completed a course for a firsthand account.

Middle school course descriptions begin on page 9.

SPECIAL EDUCATION

Students are enrolled in specialized programs for various disabilities or impairments when qualified according to the Michigan Special Education Rules and Regulations. Parents or teachers may request special education testing if they suspect the student has a disability. The student will then be evaluated by a multi-disciplinary Team of Special Education personnel. Services to be provided are specified at an Individualized Educational Planning Committee meeting and generally include a combination of regular and special classes. For more information contact the counseling office.

ATYP

The Academically Talented Youth Program (ATYP) is a program available to middle school student seeking a greater challenge in the areas of Mathematics and English Language Arts.

Below is a summary of what is offered to students who choose to enroll in the ATYP English/Language Arts program, as indicated in the Portage Public Schools Program of Studies:

“Middle school students enrolled in ATYP who pass ATYP Writing Skills II and Literature II will receive one credit in high school English/Language Arts.”

- No high school credit will be awarded for completion of ATYP Writing Skills I and Literature I.
- Upon successful completion of ATYP Writing Skills II and Literature II, students will receive one high school credit for English 9.
- Transportation not provided

The documentation that students receive upon completion of their coursework through the ATYP program provides a **recommendation** to the high school about the level of credit students should receive. Although the ATYP English program may suit the needs of middle school students seeking a greater challenge, it is not an adequate replacement for 9th Grade Honors English offered in Portage Public Schools.

Feel free to contact a high school building administrator or counselor if you have any questions. ATYP classes are administered at Western Michigan University.

INTERNATIONAL BACCALAUREATE PROGRAM (IB)

Both Portage high schools offer the full IB Diploma Program and individual courses to 11th and 12th graders. Over 50% of Portage Public School students generally enroll in at least one IB course.

IB is an intellectually rigorous curriculum with a global perspective. IB encourages critical thinking, research skills, and service as a part of the learning process. IB students are prepared for success at any university, nationally or internationally, and have historically had higher acceptance to prestigious universities.

Middle school is the time to begin planning if a student is thinking about the possibility of pursuing the IB program versus the standard Michigan Diploma.

ONLINE LEARNING OPTIONS FOR STUDENTS

Expanded online learning opportunities are now available for Portage Public Schools' (PPS) middle school and high school students. Most PPS students who have taken advantage of online courses have done so to recover credit that they need for graduation. However, a student's participation with online courses may be for a variety of reasons. These reasons may include a desire to expand college, Advanced Placement and International Baccalaureate offerings or to meet high school graduation requirements in middle school and high school.

Students may select up to two online courses per semester and are required to complete major tests and the final exam on site, but may have some flexibility as determined by their school principal for work outside of the school setting. Many Michigan Virtual High School and Brigham Young University courses are accepted for middle school and high school credit by PPS. Other providers may be approved if taken outside of the school day and paid for by the student. Laboratory science and physical education courses are not accepted at this time, unless previously approved by another school and on the student's transcript.

Courses designed to prepare a student for testing out of a course will not receive credit unless the student successfully tests out of the course. In addition, fees for test-out preparation courses, those taken in the summer term and/or beyond the student's seven courses are the responsibility of the students. Students who receive free or reduced lunch may be eligible for assistance. Approved online college courses will follow the dual-enrollment formula for full or partial payment.

Students will receive Credit/ No Credit on their transcripts and report cards and the courses will not affect the grade point average.

If you anticipate your child being the recipient of an athletic scholarship from an NCAA institution, we strongly recommend you contact the NCAA Eligibility Center at 877-262-1492 before enrolling in online high school courses. Also be aware that once enrolled, the NCAA may have additional requirements for completing the course.

A listing of available courses can be found at www.MIVU.org and www.ce.byu.edu/is/site. If your child is interested in taking an online course please contact his or her counselor. Due to enrollment caps, requesting a course does not guarantee placement. **All requests must be approved through your student's counselor prior to registration.**

NON-DISCRIMINATION

The Portage Public Schools Board of Education has affirmed that “. . . no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity . . .” and therefore, encourages students to take courses based on their interest, potentials and abilities. (Refer to page 5 for Civil Rights Legislation.)

It shall continue to be the practice of the Portage Public School District not to discriminate on the basis of religion, race, color, national origin, sex, handicap, height, weight, marital status, arrest records or other characteristics as designated by Civil Rights Legislation in education programs, activities, or services and to comply with all requirements and regulations of the U.S. Department of Education, the Elliot Larsen Civil Rights Act, and Section 504 of the Rehabilitation Act of 1973.

For the purpose of providing for the prompt and equitable resolution of student or employee complaints alleging any action which would be prohibited by the Rules and Regulations of Title IX of the Education Amendments of 1972 or by the Elliot Larsen Civil Rights Act, a “Complaint Procedure” has been adopted. (Refer to Regulations #4030 #5380.)

The Superintendent of Schools has designated Mr. Tom Zahrt, Human Resources Director, as the person to coordinate the district's efforts and to comply with and carry out the

responsibilities under Title IX and the Elliot Larsen Civil Rights Act. This person also is responsible for the investigation of any complaint which alleges non-compliance with or alleging any actions which would be prohibited.

CIVIL RIGHTS LEGISLATION

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

“No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program receiving Federal financial assistance” (34 CRF, §103.3).

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

“No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance” (34 CRF, §106).

Title IX of the Education Amendments of 1972, as amended, is designed to eliminate (with certain exceptions) discrimination on the basis of sex in any education program or activity receiving Federal financial assistance, whether or not such a program or activity is offered or sponsored by an educational institution as defined in part 106.

SECTION 504 OF THE REHABILITATION ACT OF 1973

“No otherwise-qualified individual with a disability in the United States shall, solely by reason of her or his disability, as defined in section 706(8) of this title, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance” (29 U.S.C, §794 (b)).

Part 104 of 34 CRF effectuates Section 504 of the Rehabilitation Act of 1973 which is designed to eliminate discrimination on the basis of disability. On October 29, 1992, the Rehabilitation Act Amendments of 1992 had three significant consequences relative to Section 504: (1) the term “disability” replaced the term “handicap”, (2) certain conditions were explicitly excluded from the definition of “disability”, and (3) complaints alleging employment discrimination under Section 504 were to be judged by the standards of Title I of the Americans with Disabilities Act (ADA).

AGE DISCRIMINATION ACT OF 1975

“No person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance” (§110.10 (a)).

TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

“No qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity” (§35. 130).

GRIEVANCE PROCEDURE for

- **TITLE VI OF THE CIVIL RIGHTS ACT OF 1964**
- **TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972**
- **SECTION 504 OF THE REHABILITATION ACT OF 1973**
- **AGE DISCRIMINATION ACT OF 1975**
- **TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Section I

Any person believing that the Portage Public Schools or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975, or (5) Title II of the Americans with Disability Act of 1990 may bring forward a complaint, which shall be referred to as a grievance, to the district’s Civil Rights Coordinator at the following address:

Mr. Tom Zahrt
Human Resources Director
Portage Public Schools
8111 South Westnedge Avenue
Portage, MI 49002
(269) 323-5000

Section II

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant within five (5) business days. The complainant may initiate formal procedures according to the following steps.

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the Local Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2

A complainant wishing to appeal the decision of the Local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days of receiving the Superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 4

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the Office of Civil Rights, Department of Education, Washington, D.C. 20202.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, Department of Education, Washington, D.C. 20202.

The local Coordinator, on request, will provide a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's office.

COURSE DESCRIPTIONS

ACADEMIC CORE CLASSES – REQUIRED

ENGLISH/LANGUAGE ARTS

English/Language Arts Core

The 6th, 7th, and 8th grade *English/Language Arts Core* develops and integrates skills in the communication areas of listening, reading, writing, viewing and reasoning. Study skills are also emphasized. Literary analysis occurs within a variety of novels read throughout the year. The John Collins Writing Program, which students began in elementary school, continues to be developed throughout middle school.

English/Language Arts Plus

The 6th, 7th, and 8th grade *English/Language Arts Plus* develops, integrates, and extends skills in the communication areas of listening, reading, writing, speaking, viewing, and reasoning. Process writing will continue through application of the John Collins Program. Elements of differentiated instruction include a faster pace, increased depth, and increased complexity. The quality of work exceeds that required in the core curriculum.

A comparison of *English/Language Arts Core* and *English/Language Arts Plus* is shown below:

	<u>English/Language Arts Core</u>	<u>English/Language Arts Plus</u>
PACE	A class novel read with guided reading over 3 or 4 weeks.	A class novel read independently in 1 to 3 weeks.
DEPTH	Guided research.	Independent research.
COMPLEXITY	Guided composition. Work on sentence structure, paragraphing, organization, and voice in writing.	Independent composition. Work on complex sentence and paragraph structures and written analysis incorporating all stylistic elements.
COMPACTION	Vocabulary is grade appropriate in type, pace, usage, and quantity.	Vocabulary is above grade level in type, pace, usage, and quantity.
QUANTITY	2-4 novels per semester	More than 4 novels per semester.

COMPUTER EDUCATION

The 6th graders receive computer instruction in an individual nine-week unit.

Three student computer competencies are stressed at the middle school level:

1. Students will understand the important issues of a technology-based society & will exhibit ethical behavior in the use of the computer & other technologies.
2. Students will demonstrate knowledge & skills in the use of the computer & other technologies.
3. Students will use a variety of technologies to access, analyze, interpret, synthesize, apply and communicate information.

MATHEMATICS

The Portage Public Schools mathematics curriculum will address the National Council of Teachers of Mathematics (NCTM) 2000 standards and benchmarks and Michigan Grade Level Content Expectations (GLCE's 2005). In addition, 8th grade Math Plus will address the high school content expectations. The standards include Number and Operation, Algebra, Geometry, Measurement, Data and Probability, Problem Solving, Reasoning and Proof, Communication, and Mathematical Connections. These standards (topics) will be learned in each course throughout middle school. The depth and breadth becomes increasingly more sophisticated and challenging as students progress through the middle school mathematics curriculum. Students are also expected to acquire substantive mathematics knowledge with an emphasis on thoughtful engagement and meaningful learning. The middle school mathematics curriculum offers students opportunities to learn critical and rich concepts and procedures with a deep level of understanding.

6th Grade Math

6th Grade Math Plus*

7th Grade Math

7th Grade Math Plus*

8th Grade Math

8th Grade Math Plus*

*The Plus courses will reflect a faster pace with more rigor and challenge in the content and may prepare students to enter Geometry in 9th grade. In considering the selection of the courses, students/parents should consider a student's mathematical ability, previous course performance, attitude toward mathematics and advice from their current math teacher. The 8th Grade Plus course uses the same curriculum and assessments as the high school Algebra course.

SCIENCE

6th Grade – Focuses on the interactions of living things and their environment. The units help the students develop fundamental concepts in biology. Topics include classification, plants, cells, heredity, adaptation, and ecosystems.

7th Grade – Focuses on interactions and energy transfers between objects. The units help the students develop fundamental physics and chemistry concepts. Topics include light interactions, electricity and magnetism, forces and motion, the small particle theory and chemical interactions.

8th Grade – Focuses on the energy transfers and forces that shape our planet. The units help the students develop fundamental concepts in earth science. Topics include meteorology, astronomy, surface and groundwater systems, and plate tectonics.

A Human Growth and Development unit is also included in 6th and 7th grades. JUMPSTART, by Prevention Works, is included in 8th grade. JUMPSTART promotes attitudes of self-worth and critical thinking, and equips teens with the knowledge and skills necessary to abstain from unhealthy behaviors.

SOCIAL STUDIES

Grade 6

This course emphasizes the physical, cultural, and economic aspects of the world.

Grade 7

This course emphasizes the cultural, political, economic and historical aspects of the world.

Grade 8

This course is Part I of *American Heritage* and covers the historical eras from the American Revolution through Reconstruction. Part II of *American Heritage* continues in the high school as part of 9th grade social studies.

WORLD LANGUAGES

Middle school students begin their study of a world language (Spanish, French, or German) in 7th grade. The programs consist of vocabulary acquisition, cultural awareness, and mastery of grammatical concepts with emphasis on all five language components (reading, writing, listening, speaking, and culture). These skills form the foundation for further study in high school. In order to complete level one of a world language program, students must begin in the 7th grade and continue their study in the 8th grade. Two years of middle school instruction is comparable to one year of high school instruction.

Beginning with the graduating class of 2016 (current 6th graders), students will be required to complete two credits of a World Language in order to receive a high school diploma. Since one credit is received through 7th grade World Language, one credit will be required in high school.

REQUIRED EXPLORATORY CLASSES

PHYSICAL (FITNESS) EDUCATION

Grade 6

REQUIRED: Alternate every other day for entire year.

Students enrolled in the sixth grade physical education course are provided with a “Focus on Fitness” curriculum. All activities are designed to emphasize fitness for life and the importance of daily exercise. This program includes opportunities to improve skills utilized in team and individual sport/recreational activities.

Grade 7

REQUIRED: One semester

Students apply the “Focus on Fitness” concepts learned in 6th grade. This program provides opportunities to improve physical, social, and emotional skills necessary for a healthy lifestyle. Students will take part in a variety of sport/recreational activities, experiential games, Diabetes Education and The Gatekeeper Suicide Prevention Program (presented by Gryphon Place).

Grade 8

REQUIRED: One semester

Focus on Fitness continues as students take part in activities that allow them to assess their fitness level. This course will include fitness testing, the study of muscles, the importance of healthy nutritional choices, body composition testing, and a variety of sport/recreational activities.

MUSIC

Grade 6

Band – Students will develop musical expertise on a band instrument. They will demonstrate their acquired musical skills during school concerts.

String Orchestra – String Orchestra is a continuation of the development of playing skills that began at the fifth grade level. This will include learning a variety of new skills and refining old ones. Group playing four part songs will be stressed.

Choir – This course will develop skills in vocal production, theory, music reading, styles and periods of music and composers. Choral experiences will be emphasized.

UNIFIED ARTS

Grade 6

REQUIRED: One marking period of instruction for each class.

Art

This is a required 9-week class designed to help the student explore the potential of art as a future elective choice. Students will work with many different media to provide exposure in several areas of the visual arts.

Computer Education

6th grade students will spend a total of 9 weeks in computer class. During this time, students will improve their keyboarding skills and learn internet safety issues and concerns. Students will then demonstrate their knowledge by creating projects that utilize Microsoft Office software.

Family and Consumer Science (FACS)

Course work in this area leads to development of improved personal relationships and skills for wellness. Knowledge and strategies for developing positive self esteem, basic first aid responses, important home alone skills, child management techniques, safety/sanitation procedures, effective work place skills, nutrient preservation and successful food preparation.

Technology Education

This nine-week class allows all students to explore a wide range of technologies using “hands-on” techniques. A systematic approach to problem solving is stressed and students are encouraged to use creative thinking skills in arriving at their solutions. Major activities during this nine-week program include Bridge Building, Game Board Manufacturing, Cube Toss Machine Building and creating an Air Powered Dragster that is designed, built and raced by the students.

Students will work in teams and individually to solve problems. They will increase their awareness of what technology is and the role that it plays in our culture today as it affects career opportunities, natural resources and almost every aspect of our daily life.

ELECTIVE CLASSES

Grades 7 & 8

Each middle school offers classes as student interest, staff expertise, facilities and overall scheduling issues allow.

Scheduling process will clarify specific building options.

ART

3-Dimensional Art

This course is an overview of 3-dimensional artwork, which will vary in artistic styles and media. Some examples of 3-dimensional media that could be used are: wood, wire, metal, clay, and paper mâché. Projects include sculpture, jewelry or other 3-dimensional art forms.

Art Exploration

This course may include but is not limited to the following:

- Drawing – adding value, shading and focal point to previous curricular studies; emphasizing value oriented drawing and adding contour to previous curricular studies
- Color Experience – adding a wide variety of media to study color theory
- 3-Dimensional – adding pewter casting, copper enameling, papier-mâché, and paper making to previous curricular studies; adding plaster gauze, jewelry construction and advanced clay experiences to previous curricular studies
- Printing – adding etching, scratchboard, stamping, mono printing, reduction, one color relief or etching to previous curricular studies
- Enrichment – adding mixed media, paper making, art history and cultural studies to previous curricular studies
- Mixed Media – adding mixed media, paper making, art history and cultural studies to previous curricular studies
- Computer Graphics – adding work with digital cameras and the Adobe Photoshop Elements program as well as the ArtRage 2 program; pod casting and video editing using Adobe Premier Elements or movie maker

This is an 18-week class designed for students interested in exploring art. Art history and art from different cultures is integrated into the units.

Drawing & Painting

This class focuses on developing basic drawing and painting techniques using a wide variety of media. Artists and cultures from different periods will be introduced.

COMMUNICATIONS

Communications

How would you like to keep the student body of the middle school informed? Preparing the newspaper will require you to be the reporter, producer and creator. Writing and producing the daily announcements and then presenting them over the television network are also a part of this class. Many computer programs will be introduced and used such as PowerPoint and Desktop Publishing.

Drama

Do you have a flare for acting? Do you like to perform in plays? If so, you will want to take this class. Taking Drama will help you build your confidence and develop poise for performing on the stage. In this class we will focus on the process of play production and acting rather than producing a play. You will learn to work collaboratively and cooperatively with classmates while performing skits and plays, and writing scripts. Of greatest importance will be the participants and their creativity. We will work on establishing an atmosphere in which each individual is valued and appreciated for his/her ability. This course will include improvisation, pantomime, skit production, oral readings, one-act plays, knowledge of the stage, theatrical terms, videotaping, and lighting, costuming and set design. If you want to improve your public speaking abilities and perform plays, sign up for Drama.

Forensics

Students will become familiar with the eleven speaking events in middle school forensics. They will prepare, practice, and perform three of these events for class preparation. They will learn to constructively critique their classmates' performance. Also, students will be expected to attend and perform in a state tournament competition. There is no prerequisite, other than interest in the performing arts. This is a course for students who like speaking in public and who have an interest in competitive speaking events.

COMPUTER EDUCATION

In this elective, students create multi media projects using Microsoft Office software as well as many web resources. These projects are designed to increase both their communication skills, expand on concepts taught, and to enhance or broaden their knowledge of the subjects taught in their core classes.

FAMILY & CONSUMER SCIENCE

Family & Consumer Science (FACS) - 7th Grade

Strategies for wellness are developed in the areas of assertiveness, positive decision making, refusal skills and healthy living. Students will study nutrition fitness specific to their individual needs and will prepare and eat a variety of foods while focusing on the food guide pyramid. Time management and creativity are explored through completing a variety of personal projects.

Family and Consumer Science (FACS) – 8th Grade

This course is designed to equip students with skills for wellness. Strategies to resist drugs, alcohol, early sexual involvement, and risk taking will be identified and practiced. Nutrition is studied by preparing healthy food choices from all levels of the Food Pyramid. Students will analyze their diet and fitness levels using www.MyPyramid.gov. In addition, students will learn how to become wise consumers. Career planning is introduced and field trips may be taken as an extension of these units. Work place skills and personal creativity are developed as students plan, design and complete a project of their choice.

CULTURAL AWARENESS

In this course, students will learn about various American minority groups and their native origins. Such groups will include Native Americans, Asians, Hispanics, and African-Americans. Students will come to learn about and understand the contributions of minority groups, major minority figures, and their impact on the American culture. Students will read, write, and speak extensively about various aspects of American minority groups.

TECHNOLOGY EDUCATION

Creative Inventions – 7th Grade

This one semester elective class takes Tech Ed to the next level. Safety will be reviewed and instructed. More hand and power tools will be introduced. Students will be participating in a project-based curriculum designed to give experience using the design cycle. Students will practice their skills making individual projects and problem-solve in groups to invent machines to perform a given task. Much of the inventing process will apply the six simple machines. Students will have an opportunity to choose a woodworking project of their own.

Woodworking – 8th Grade

This one semester elective class offers students an opportunity to plan and create wood projects using a variety of hand and power tools. The first nine weeks students will study safety and develop skills by using most of the hand and power tools in our shop to make practice projects. During the final nine weeks students can choose their own projects. Examples of projects are but not limited to: animated toys and machines, baseball bats, bowls, clocks, games, lamps and a variety of other projects of interest.

MUSIC (Full year)

Band

Students will have the opportunity to continue their mastery of a band instrument. They will have the opportunity to demonstrate musical skills during school concerts and various performances.

Choir

Singing in unison, two- and three-part music, and music theory will be emphasized. Each ensemble will sight-read at the primary (7th grade) or intermediate (8th grade) level. The special challenges of the middle school boys' changing voice will be addressed. Students will have the opportunity to demonstrate musical skills during school concerts and various performances.

Concert Orchestra

Concert orchestra is a continuation of training and participation in a string orchestra. Students will have the opportunity to demonstrate musical skills during school concerts and various performances.

PHYSICAL (FITNESS) EDUCATION

Power Training

Power Training is a fun and active course that will help students to excel physically, mentally, and socially. The program will focus on strength, speed, quickness, movement patterns, power, endurance, flexibility, balance, agility, coordination, and overall physical fitness. Mental aspects of training will also be stressed, including sportsmanship, goal setting, positive attitude, and determination as well as the importance of proper rest and nutrition. Power Training is a course for all students, and the program will strive to promote healthy habits that should last a lifetime.

Water Sports

Splish, splash! Are you a water bug? Then this class might be for you. Water basketball, competitive swimming strokes, water volleyball, aquatic aerobics and more will be offered in this fun-filled elective designed for intermediate and advanced swimmers. With a focus on good sportsmanship and life-long fitness, the possibilities are endless. Hope to see you in the pool!

Sports/Fitness

Do you like to rollerblade, play water games, and be active? This 7th grade elective class is designed to enable students to adopt a healthy lifestyle through sports activities. The student will take part in activities that enhance positive attitude, good sportsmanship, endurance, strength, and motor skills. These activities include individual sports such as rollerblading, archery, and golf, as well as team sports. Swimming is done once a week and we use heart rate monitors for feedback on personal fitness. Students need to have rollerblades and a helmet in good working condition. Students should be able to swim four laps of the pool and be comfortable in deep water.

EXTRA Co-CURRICULAR ACTIVITIES

Both Interscholastic and Intramural Activities will vary by building based on facilities, student interest, and availability of sponsors. A participation fee may be required.

INTERSCHOLASTIC ACTIVITIES AVAILABLE

Proofs of insurance and physical exam are required for Interscholastic Activities.

<u>Activity</u>	<u>Grades</u>	<u>Activity</u>	<u>Grades</u>
Basketball –Boys’	7 th , 8 th	Track-Girls’	7 th , 8 th
Basketball – Girls’	7 th , 8 th	Volleyball – Girls’	7 th , 8 th
Football – Boys’	7 th , 8 th	Wrestling – Boys’	6 th , 7 th , 8 th
Track – Boys’	7 th , 8 th		

INTRAMURAL ACTIVITIES AVAILABLE

All students in grades 6, 7, and 8 may participate.

Activities not requiring a physical exam include:

Basketball –Boys	Tennis
Basketball – Girls	Volleyball
Golf	Weightlifting
Racquetball	Wrestling

Activities for grades 6, 7, and 8 requiring a physical exam are:

Cross Country	Swimming & Diving
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