

Arroyo Vista Middle School

2024-2025

Curriculum and Planning Guide



Grades 6, 7, 8

CAPISTRANO UNIFIED SCHOOL DISTRICT

San Juan Capistrano, California

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Middle School Information

DISTRICT INSTRUCTIONAL

GOALS

The goals of instruction have been set forth by the parents, teachers, and students of Capistrano Unified School District and approved by the Board of Trustees:

- Maintain high expectations and accelerate academic achievement for all students
- Provide guaranteed curricula that align content and performance standards, assessment, instruction, and student intervention
- Provide curriculum that is relevant, challenging, integrative, and exploratory
- Provide multiple learning and teaching approaches that respond to student diversity and engage all learners
- Assess and evaluate student learning and use the resultant data to promote student achievement
- Provide an inviting, supportive, and safe environment
- Promote school-wide efforts and policies that foster health, wellness, and safety
- Provide multifaceted guidance and support services

REQUIRED COURSES OF STUDY

Grade 6

1. English
2. Mathematics
3. Science
4. Social Science
5. Physical Education
6. Elective

Grade 7

1. English
2. Mathematics
3. Science
4. Social Science
5. Physical Education
6. Elective

Grade 8

1. English
2. Mathematics
3. Social Science
4. Physical Education
5. Science
6. Elective

Some elective courses are offered only as year-long courses, while others are available for a semester or a quarter. Elective courses are offered every year at each school dependent upon student pre-registration sign-up, facilities, and staffing.

Students that need extra support to pass the California High School Exit Exam will be placed in support classes instead of an elective class.

PARENT PORTAL

The CUSD Parent Portal is now available to all kindergarten – 12th grade parents. We strongly encourage all parents to register for, and actively use, a parent portal account. The use of Parent Portal provides parents with the ability to re-register students, update student demographic records, print report cards, and download important documents directly from the portal.

The Parent Portal provides parents and guardians access to their student(s) schedule, report card grades, and daily attendance via the Internet. Access to student information is intended for the students' parents or guardians only and is restricted by a secure login and password.

ATTENDANCE STANDARDS

Three years of attendance is prescribed for grades six through eight in middle school. Students are expected to attend school daily. Regular school attendance increases student learning.

CITIZENSHIP REQUIREMENTS

A student must be of good character and in good standing at the close of the 8th grade year to be eligible for promotion to the 9th grade. Students not meeting this standard may be referred to the District's A&D Committee for recommendations.

NOTIFICATION OF MIDDLE SCHOOL PROMOTION REQUIREMENTS

As early as possible in the school year and in the student's school career, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board Policy, administrative regulations, and the following criteria:

Students shall be identified using multiple measures e.g. California Standardized Test scores, reading scores, classroom assessments, grades and teacher recommendation.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include, but are not limited to, tutorial programs, after-school programs, summer school programs, and/or the convening of a student study team.

No student shall be retained for more than one year in middle school, or who will turn 16 years of age at any time during the middle school experience. Any student who is facing a

second year of middle school retention and/or will turn 16 years of age during the school year, shall attend, along with his or her parent/guardian, a meeting of the district's Admissions and Discharge (A&D) Committee where a decision to implement age-appropriate options will be made.

CANVAS REGISTRATION INSTRUCTIONS

We are asking that parents register for an Observer account for each student in Canvas:

Go to: [Canvas Login](#)

Click: Register Now

For Students – Click: I am a Student

For Parents – Click: I am a Parent or Caregiver

Fill out the form – you must have the student identification number (7 digits) which is on the student schedule slip you received at Orientation.

If you do not have an email address, you can still register for an observer account on Canvas on any computer, including the ones at the public library. Parents and students can access Canvas in English, Spanish and Mandarin. If you get an email address later in the school year, you can always change your email address.

The Middle School Program

INSTRUCTIONAL EXCELLENCE

- Active, research-based, student centered, and cooperative strategies are used by teachers to promote student achievement.
- Teachers use a thematic, interdisciplinary approach based on California content and performance standards.
- Curricular, co-curricular programs are available.
- Students have the opportunity to participate in several academic, fine and performing arts competitions and festivals.
- Remedial Summer School may be available annually to provide extra support for students to prepare for high school.

SUPPORTIVE ENVIRONMENT

- School teams that include administrators, teachers, support staff, parents and students work to create a safe, orderly, and supportive learning environment using research-based practices.
- There are numerous opportunities for student recognition.
- Associated Student Body officers are elected by their peers. These student leaders coordinate dances, assemblies, and school spirit activities.
- Eighth graders culminate the year with a picnic, an awards program, and an evening dance.
- An advisement program provides students with guidance in the areas of goal setting, decision making, and self-esteem.
- Mentoring programs help students to connect to the school community.

PARENT/COMMUNITY INVOLVEMENT

- A parent/teacher organization is active at each of the middle schools. Board meetings are open to all parents. Many support activities are implemented by parents throughout the school year.
- Parents are also represented at School-Based Coordinated Program Site Council meetings. This group at each school assists in the setting of priorities and the expenditure of funds.
- A variety of electronic and traditional tools are used to facilitate home-to-school communication.

ELIGIBILITY FOR EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES

The following are excerpts from Capistrano Unified School District's Board Policy 5135:

To encourage and promote academic excellence, all students participating in extra/co-curricular activities shall demonstrate satisfactory minimum progress in meeting the requirements of graduation by undertaking the prescribed courses of study and working to meet the standards of proficiency established by the District.

To be eligible for participation in extra/co-curricular activities, a student shall have earned a minimum of a 2.0 grade point average in all classes during the preceding grading period based on a 4.0 scale. The grade point average in determination of eligibility shall be based on quarter grades. One exception to this requirement is participation as a student officer. This activity requires a 2.5 grade point average and not more than one "unsatisfactory" citizenship grade each quarter.

In the event a student finds that he/she is academically on probation or ineligible to participate in extra/co-curricular activities in the first quarter of the upcoming year, he/she may request that current summer school grades be added to the grades received in the fourth quarter and that the total fourth quarter and summer school grades be used to determine eligibility for the first quarter of the upcoming school year.

LONG-RANGE EDUCATIONAL PLANS

Students must be helped to gain a sense of curriculum continuity in relation to their studies which allows them to visualize the relationship between courses taken in middle school and the courses they will take in high school.

Parents must be aware of academic opportunities, course choices, and the consequences of their children's decisions related to these matters. Parents who realize the middle grades are a vital link to high school are in a prime position to encourage and support their children's efforts to attain academic goals that lead to the broadest possible range of alternatives in secondary and postsecondary education.

In addition to appropriate course selection, parents need assurances that their middle school students possess a level of "exit skills" and knowledge that will enable them to qualify for the maximum number of curricular options in high school.

To develop an educational plan for each grade level, parents and students should begin with courses required for that grade level by consulting this guide for listings and descriptions of these courses. Parents and their youngsters should choose electives which will enhance career goals and personal interests. Parents are encouraged to talk to teachers and academic advisors if they have questions about specific course offerings.

Students in middle school are not expected to know what they want to do "when they grow up." Middle school is a time of exploration and discovery. As youngsters learn more about themselves, they begin to realize academic strengths, interests, and career goals. During middle school, many students form lifelong values and attitudes about the significance of

education and their own chances of succeeding in upwardly mobile academic and career choices. Through elective classes, students may discover interests and abilities they never knew they had.

A child's journey through school is a long and demanding one for both parent and child. For the journey to be a success, parents must support the importance of learning and all that goes with it - school, teachers, homework, activities, textbooks, and libraries - all of the tools for learning.

Learning and school are at the heart of each parent-child relationship. For many important years, school is the major undertaking that they work on together. The more involved the parent is in his or her child's learning enterprise, the more likely it is the child will succeed in school and in life. Middle school is a transition period for both the student and his/her parents.

EIGHTH GRADE

Because of the competitive nature of college entrance requirements, many parents want to encourage an academically challenging course of study in the middle school. Taking the most difficult courses that can be mastered now will allow your child to have room for more flexibility in high school.

Some advanced classes your child may qualify for in eighth grade are:

- Algebra I/Geometry
- Foreign Language

Algebra I, Geometry, and Foreign Language taken in middle school (with a grade of "B" or better) will fulfill some of the college entrance requirements, but will not count as credit toward high school graduation.

These classes are available to students who qualify to take them based on a combination of classroom performance, grades, standardized test scores, and teacher input.

When entering middle school, it is not too early to look at a seven-year plan that leads to high school graduation and prepares students for college or work after high school. Admission requirements for the University of California and the California State University systems are similar, but individual.

For further information about college admission policies, visit: [College Information](#).

University of California

(Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz)

A registration fee is required.

Entrance requirements: High School Diploma

- ACT or SAT examination
- Two SAT II subject examinations in different subjects
- The following “a-g pattern” of course requirements with a grade of C or better: Seven of the required 15 courses must be completed in the junior/senior years.

a. **U.S. HISTORY/GOVERNMENT**
WORLD HISTORY/CULTURES/

GEOGRAPHY

2 years - 20 credits (1 year of each required)

b. **ENGLISH (Composition and Literature)**
4 years - 40 credits

c. **ADVANCED MATHEMATICS (Algebra I, Geometry, Algebra II)**
3 years - 30 credits required, 4 years recommended

d. **LABORATORY SCIENCE**

2 years - 20 credits required, 3 years recommended (May complete 1 of the 2 years during the 9th grade. Must be in two of the fundamental disciplines of biology, chemistry and physics.)

e. **WORLD LANGUAGE**

2 years - 20 credits in the same language required,

3 years recommended

f. **VISUAL AND PERFORMING ARTS**

1 year of a sequential course

See UC Approved List on next page

g. **ADVANCED COURSE/COLLEGE PREP ELECTIVES**

One additional year of college preparatory electives to be chosen from the following areas: advanced mathematics, English, world language, laboratory science, social science, visual and performing arts.

Characteristics of Middle School Children

MIDDLE SCHOOL CHILDREN

- Have a high level of emotional and physical energy.
- Can be intensely curious.
- Prefer active over passive learning experiences.
- Have a wide range of individual intellectual development.
- Experience accelerated physical development.
- Can be erratic and inconsistent in their behavior.
- Refer to peers as sources of standards and models of behavior.
- Can be moody and restless.

SIGNIFICANT SOCIAL

- Can be essentially curious and idealistic.
- Can be rebellious towards parents but still strongly dependent on parental values.
- Want to know and feel that significant adults, including parents and teachers, love and accept them.

EMOTIONAL, AND INTELLECTUAL DEVELOPMENT

The social and emotional changes that occur during pre-adolescence are also important. Although physical diversity is usually accepted, early adolescents often find it difficult to accept their differences socially and emotionally. Peer influence plays a major role in how young adolescents view their world. Intellectual and cognitive development is taking place at the same time. Youngsters are thinking more in the abstract, and they are capable of more critical thinking. However, students need to be challenged academically. The curricular offerings at the middle school meet the needs of a wide range of interests and abilities.

THE FORMATION OF AN ADULT CHARACTER

Self-concept, values, and view of the world, factors that determine adult behavior, are developed during these critical years. School experiences during the middle grades have a life-long influence.

THE MIDDLE SCHOOL YEARS

The middle years are a time for students to move beyond basic skill instruction and explore special interests through classes and activities. The pre-adolescent is a very different person from the child who attended elementary school or the teenager who will advance to high school. Therefore, middle school grades address those features that are unique to that age group.

VARIED RATES OF GROWTH

Early adolescents are grouped together in a middle level school not because they are alike, but because they are different. Students on a middle school campus come in all shapes and sizes, and they are all normal.

HOME-SCHOOL RELATIONS

Even though your son or daughter is maturing and becoming more independent, it is still important to keep in touch with his or her teachers and know what is going on in the classroom and what behavior to expect at home. Just as in elementary school, there are two times a year when parents are invited to attend general information evenings relating to the instructional program: Back to School Night in the fall and Open House in the spring.

The goal of education for the middle years is for every middle school student to learn to their highest potential in a strong academic program that is part of a positive school culture which reflects a strong student-centered philosophy. The more the school knows about students and their families, the better it can work together with them toward this common goal.

Excerpts from John Lounsbury, II, "Why I believe middle school is better than junior high school." American School Board Journal, 174, September 1987

Building Learning and Study Skills

WHAT IS HOMEWORK?

Homework is one way for a student to master a skill or a subject through an extended practice. Homework consists of reading and writing exercises and activities that reinforce what has been or will be introduced in the classroom. Homework may also include things such as watching assigned television programs, participating in civic projects, and attending events.

HOW MUCH HOMEWORK SHOULD MY CHILD EXPECT?

Generally, a LFMS student can expect between 70-90 minutes of daily homework (more if they are participating in a high school level course such as Spanish1 or Geometry or in AAA placement.) Homework does not include outside reading, test preparation, or time spent on projects and long term assignments. Time spent on homework is an estimated average based on how much time the teacher feels an average student should expect to spend on a homework assignment.

WHEN SHOULD MY CHILD STUDY?

The time of day selected for studying should match your child's best time for concentration. Some children like to dig into homework immediately after school while the information and assignments are fresh in their minds. Other children study best in the evening after they have relaxed from the school day, eaten and restored their energy. A few even like to get up early and do homework before the day begins while their minds are clear and rested. More important than the specific time is that it be part of a routine, scheduled and done at the same time each day.

When it is impossible to study at the regular time, you should help your child reschedule to be sure that the homework gets done.

SCHOOLWORK SCHEDULING TIPS:

When developing a study plan, be sure to include both long-term and short-term goals.

- Begin by listing the dates when assignments and tests are due.
- Estimate the amount of time required to prepare for each.
- If you have trouble estimating how long a specific assignment should take to prepare, ask the teacher.
- Using an agenda or electronic calendar devoted to scheduling school activities and assignments, work backward from the due dates and schedule study sessions focusing on the tasks required to complete the given assignments.
- If your child has a long-term reading assignment, schedule reading sessions of so many pages per day, ending with a short discussion period where she or he summarizes the section read.
- When changes are made in the study plan, reschedule activities in the calendar to bring the plan up to date.

Don't make the mistake of working with a rote study plan such as one-half hour each day on each subject. Guide your child in pacing her or his study activities to meet emerging deadlines and goals.

TIPS FOR EASIER LEARNING:

- Flash cards: Use for vocabulary and/or math terms.
- Memory shortcuts: Create devices like acronyms (e.g., *HOMES for the Great Lakes: Huron, Ontario, Michigan, Erie and Superior*).
- Preview reading: Scan headings, subheadings and illustrations for an overview before reading for detail.
- Self quizzing: Make up anticipated test questions on each assignment and answer those.
- Notes: Pull out key words and phrases from textbooks and teachers' presentations.
- Recall games: Play all kinds that focus on vocabulary, economics, history, geography, spelling, trivia, strategy, and counting.

TAKING GOOD NOTES

The ability to take good notes is an important lifelong skill. Notes should be just that - brief, keywords that capture and recall the high points of instructions, content and ideas.

As the child grows older, it is increasingly important that he or she develop the ability to take good notes from the spoken word, capturing the essence of lectures, meetings and instructions. Throughout this growth process, keep reinforcing the importance of listening and writing down the key words, not trying to catch whole passages word for word.

Good notes are always much shorter than the original. They capture the central terms and thoughts from which more elaborate passages and concepts can be remembered and applied. Your child will receive instruction in note-taking skills during middle school.

TURNING AROUND PROBLEM SITUATIONS

Nearly every child hits rough patches on the journey through school. When this happens, a parent may feel helpless, then hopeless about turning his or her child's attitude toward school back on a positive course.

Many times a parent can see trouble coming if he or she listens to the child carefully and keeps open lines of communication with the child's teachers. Problems and confusion in the child's other growth areas—emotional, social, psychological, physical—often show their first symptoms as trouble in school. Similarly, problems with schoolwork may first show up as emotional, social or psychological problems. It is important that a parent recognize the subtle and not-so-subtle signs of school problems and address those quickly with both the child and the teacher.

HOME/SCHOOL COMMUNICATIONS

Home/School Communication is a key to a child's success in school.

AVMS ListServ/School Messenger is an emailing program that is designed to improve communication between our school and community. You will be reminded of special events and activities such as concerts, testing, picture day, or minimum days.

A ListServ is a managed list of email addresses. To subscribe to AAVMS's ListServ (School Messenger) go to [Messenger Login](#). You have our assurance that CUSD is the sole owner of any information collected from its sites and will not sell, share, or rent any information to others. You may subscribe or unsubscribe to this service at any time.

AVMS Canvas is an on-line agenda and grade program. Canvas has proven to be an invaluable tool for parents and students. Canvas is designed to give you up-to-date information regarding school assignments and grades. Canvas also provides email communications with teachers as well as a forum to post discussion topics. Registration as an Observer for Canvas is easy and can be done beginning the first day of the school year.

COURSE DESCRIPTIONS

ENGLISH

English 6 Grade 6 – One Year

In sixth grade English/language arts, students focus on active engagement with text. They are required to analyze, define, identify, explain and critique text building on reading skills developed in the elementary years. In the area of reading, students focus on word analysis, fluency, vocabulary development, reading comprehension, and literary response and analysis. Writing is emphasized through writing strategies, writing applications and genres, and written and oral language conventions. Students also work on listening and speaking strategies and applications.

English 7 Grade 7 – One Year

The content standards for seventh grade mark an important transition from sixth grade in two ways. First, the transition for learning to read to reading to learn is complete. Second, the standards for seventh grade are more sophisticated, intricate, and subtle. In the area of reading, students focus on word analysis, fluency, vocabulary development, reading comprehension (with an emphasis on informational text) and literary response and analysis. Writing is emphasized through writing strategies, writing applications and genres, and written and oral language conventions. Students also work on listening and speaking strategies and applications.

English 8 Grade 8 – One Year

The content standards for eighth grade mark another transition as students prepare to master the skills necessary for high school. The eighth grade standards represent an important culmination of curriculum and learning emphasized in grades four through eight. In the area of reading, students focus on word analysis, fluency, vocabulary development, reading comprehension and literary response and analysis. Writing is emphasized through writing strategies, writing applications and genres, and written and oral language conventions. Students also work on listening strategies and speaking applications (genres and their characteristics).

English – Accelerated (GATE) Grades 6, 7, 8 – One Year

Admission is by district qualification only. GATE curricula integrate basic skills and extend the District curriculum in humanities while adhering to State curriculum frameworks. These programs foster intellectual curiosity and encourage independent thinking and research. Open ended projects, thematic activities and individualized assignments, as well as a variety of approaches are incorporated to enhance the basic frameworks. All includes prewriting, drafting, responding, revising, editing and post writing activities. Continual work on grammar, mechanics and spelling is included.

MATHEMATICS

Math 6 Grade 6 – One Year

Students develop skills in computation as well as mathematical thinking and problem solving. The curriculum is based on the California Grade 6 Common Core Math Standards. Math 6 students will be enrolled in either Math 7 or Math 7 Acc in Grade 7, then in either Math 8 or Algebra 1 in Grade 8.

Math 7 Grade 7 – One Year

Students develop skills in computation as well as mathematical thinking and problem solving. The curriculum is based on the California Grade 7 Common Core Math Standards. Math 7 students will be enrolled in either Math 8 or Algebra 1 in Grade 8.

Pre-Algebra Acc Grades 6 and 7 – One Year

Admission to this course in Grade 6 and in Grade 7 is based on a student meeting district-established criteria for each grade level.

Students develop skills in computation as well as mathematical thinking and problem solving. The curriculum is based on a combination of the

California Grade 7 and Grade 8 Common Core Math Standards.

Students who successfully complete Pre-Algebra Acc will be enrolled in Algebra 1 the following school year.

Math 8 Grade 8 – One Year

Students develop skills in computation as well as mathematical thinking and problem solving. The curriculum is based on the California Grade 8 Common Core Math Standards. Math 8 students will be enrolled in Algebra 1 in Grade 9.

Algebra 1 ACC Grades 7 and 8 – One Year

Admission to this course in Grade 7 and in Grade 8 is based on a student meeting district-established criteria for each grade level.

This course will cover the first year of college preparatory math. The curriculum is based on the California Algebra 1 Content standards.

Students who successfully complete Algebra 1 will be enrolled in Geometry the following school year.

Students who successfully complete this course will receive “course credit” toward meeting the mathematics requirement for college admission. Students will not however, receive “unit credit” toward meeting the required units for high school graduation.

Geometry Grades 8 – One Year

Admission to this course in Grade 8 is based on successful completion of Algebra 1.
This course will cover the second year of college preparatory math. The curriculum is based on the California Geometry Content standards.

Students who successfully complete Geometry will be enrolled in Algebra 2/Trig (acc) the following school year.

Students who successfully complete this course will receive “course credit” toward meeting the mathematics requirement for college admission. Students will not however, receive “unit credit” toward meeting the required units for high school graduation.

SCIENCE

Science 6 Grade 6 - One Year

This course focuses on the study of plate tectonics and the Earth’s structure; shaping the Earth’s surface, heat and thermal energy; energy in the Earth’s system ecology (life sciences); natural resources and investigation and experimentation using the scientific process. Sixth grade science is often taught as part of an integrated math/science core. The course also provides instruction on family life (human development and reproduction) and preview materials are made available for parents in the spring of the sixth grade year.

Science 7 Grade 7 - One Year

This course focuses on the study of cell biology; genetics; biological adaptation; Earth and life history; the structure and function of living things; physical principles in living systems (physical sciences); and investigation and experimentation using the scientific process. Students will also receive instruction in HIV/AIDs and sexually transmitted diseases. This instruction is mandated by state law.

Science 8 Grade 8 - One Year

This course focuses on the study of motion; forces; the structure of matter, Earth in the solar system; chemical reactions; the chemistry of living systems; the periodic table; density and buoyancy; and investigation and experimentation using the scientific process.

SOCIAL SCIENCE

Social Science 6 Grade 6 - One Year

A one year course of study is integrated with the English program and emphasizes ancient civilizations and culture from early man to ancient Rome. Literature, research skills, geography and writing are taught with historical themes. Students use a broad range of reading, writing, critical thinking, technological and research skills in their study of the social sciences.

Social Science 7 Grade 7 - One Year

This is a one year course of study covering world history from 500 A.D. to 1789. It begins with the fall of Ancient Rome, and covers the growth of Islam. African states in the middle ages and early modern period, civilizations of the Americas, and medieval China, Japan and Europe. The course of study continues with Europe during the Renaissance, Reformation, and Scientific Revolution and culminates with the Age of Exploration and the enlightenment. Students use a broad range of reading, writing, critical thinking, technological and research skills in their study of the social sciences.

Social Science 8 Grade 8 - One Year

A one year course of study concentrating on a survey of United States History from the colonial time period through 1877; basic understanding of American government through its Constitution; an in depth study of the Civil War, as well as contemporary issues in the world. Students use a broad range of reading, writing, critical thinking, technological and research skills in their study of the social sciences.

Social Science Accelerated (GATE) Grades 6, 7, 8 – One Year

GATE curricula integrate basic skills and extend the District curriculum in humanities while adhering to State frameworks. These programs foster intellectual curiosity and encourage independent thinking and research. Open ended projects, thematic activities, and individualized assignments, as well as a variety of approaches are incorporated to enhance the basic frameworks.

PHYSICAL EDUCATION

Physical Education Grades 6, 7, 8 – One Year

The objectives of physical education are to develop the physical well-being of students, develop qualities of character and sportsmanship, develop skills basic to games and sports, and promote positive attitudes toward fitness for life. Sports are presented as leisure activities as well as learning and practicing good health and nutrition habits. The course may cover units in volleyball, softball, paddle tennis, basketball, football, tumbling, gymnastics, track and field, dancing and soccer, as well as physical fitness preparation, testing and rhythmic exercises.

ELECTIVES

Possible Wheel Courses (likely to be semester classes)

Grade 6

Beginning Drama

Helps students gain an understanding of the communication process and function confidently in many verbal and nonverbal situations through improvisational games and creative drama activities. Additionally, students benefit from having an outlet of self-expression and improve their imagination, artistic awareness, and fluency of speech. Students may also have the opportunity to be an extra in the Advanced Drama Musical.

Exploratory Music

In this sixth-grade exploratory music class, students will explore various aspects of music. Topics may include music history, ukulele playing, basic music reading, and writing music and lyrics. Through hands-on activities and group projects, students will gain a well-rounded knowledge of music and develop their musical skills and creativity.

Study Skills

Students learn strategies for being academically successful. The curriculum is designed to help students understand that they have control over their academic success and understand that learning is important.

Grades 7, 8 – Year/Semester Possible Wheel Course Descriptions (one year-long or 2 semester long courses consisting of one or more of the below):

Career and Technical Investigation (CTI)

CTI Lab is a semester/year-long course that focuses on college and career readiness. Modules are offered in various in-demand career subjects, and are self-guided projects in which students learn to program a robotic arm; code to print 3D models and parts; learn SolidWorks software, used in industry to program a CNC lathe or mill to carve out their creation; use tools and equipment to do biomedical research; develop and produce videos with audio and music utilizing drone footage; learn to engineer and build a catapult; and many other hands-on, work-based projects.

Forensic Science

A fun, hands-on (labs) course designed to explore the evidence seeking process during crime scene investigations. Such topics and labs could include: tool impressions; food/digestion chemistry; counterfeit money investigation; material fiber content evaluations; fingerprinting evaluations; glass fractures; handwriting analysis; shoe print impressions; fractures and bones injury comparison; blood and hair sample analysis; and typewriter analysis. Many of these labs involve the use of chemically detecting evidence as well as solving mysteries!

Home Arts (Teen Living)

Students in Home Arts explore food and nutrition components, including making simple food items. They also learn about personal grooming, fashion styles, clothing care, and how to hand sew and use sewing machines to complete projects. Child development and child care instructions are taught, complete with caring for a simulated/computerized baby for a 24-hour period. Other curriculum topics could include: interior design components, consumer awareness, budget management for a young adult, entrepreneurship, and careers associated with these subject areas.

FOREIGN LANGUAGE

Journalism

Students are introduced to the historical importance of journalism in America. They study basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications or mini broadcasts.

Robotics

Robotics is a standards-based design and engineering course that promotes problem solving and innovation within the classroom setting. Throughout the year, students learn to work together, in design teams, taking on the roles of: scientists, engineers, technicians, draftsmen, programmers, horticulturists, geologists, and explorers as they analyze and collaboratively problem solve using problem-based challenges in which they create a multitude of robotic designs to fulfill specific tasks.

Yearbook

Grades 7 & 8 – Year

Students will learn the phases of yearbook publication through the planning and production of the school yearbook. Students will become familiar with the technology used in desktop publishing, including PageMaker 6.5.; Writing, photography, page layout and a supplementary CD ROM incorporating video, music and images. Students will compare journalistic styles of newspapers, magazines and broadcast news. They will create mock-newscasts in the spring semester.

Spanish 1 (Elective) Grade 8 – Year

Spanish I (Yearlong High School Course)

Spanish 1 is the same as the Spanish 1 class in high school. This is a fast-paced, intensive, academic, college preparatory class. No previous Spanish knowledge is required, however, students are expected to be language so as to allow students to have a more complete understanding of the people with whom they will converse.

MUSIC

Yearlong Orchestra Grade 6

In this class, students will continue their musical journey on the instruments they started in fifth grade. The focus will be on further developing their instrumental skills, music reading abilities, and ensemble playing. Students will explore a variety of musical styles and genres, preparing for performances in school and the community. Instrument choices are violin, viola, cello or string bass. All of these options have school instruments available for use. Students who played in elementary, as well as new orchestra students, are welcome.

Yearlong Band Grade 6

In this class, students will continue their musical journey on the instruments they started in fifth grade. The focus will be on further developing their instrumental skills, music reading abilities, and ensemble playing. Students will explore a variety of musical styles and genres, preparing for performances in school and the community. Instrument choices are Flute, Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, French Horn, Trumpet, Trombone, Baritone, Tuba or Percussion. There are school instruments available for many of these options. Students who played in elementary, as well as new band students, are welcome.

Yearlong Choir Grade 6

In this class, students will refine their vocal skills through vocal technique, sight-reading, and music theory. They'll explore diverse musical styles and genres for performances in school and the community, fostering unity and pride. Students will sing in multiple languages. Choir strives to cultivate a lifelong appreciation for choral music and enhances vocal abilities in a supportive, collaborative environment. No audition required.

Yearlong Choir Grades 7 & 8

In this choir class, students will refine their vocal skills through vocal technique, sight-reading, and music theory. They'll explore diverse musical styles and genres for performances in school and the community, fostering unity and pride. Students will sing in multiple languages. Choir strives to cultivate a lifelong appreciation for choral music and enhances vocal abilities in a supportive, collaborative environment. No audition required

Yearlong Band Adv. Grades 7 & 8

In this combined 7th and 8th-grade band class, students will continue to develop their musical skills and deepen their understanding of instrumental techniques. Emphasis will be placed on individual instrument instruction, ensemble playing, and music theory. Students will have the opportunity to perform in several concerts throughout the year, showcasing their progress and musicality both at school and in the community. This course aims to foster a lifelong appreciation for music and a strong sense of camaraderie among students.

Most students continue with their same instrument from 6th grade band. If you are a beginning band student please talk to Mrs. Stevens when you sign up. Many students will be provided with a school instrument to use. No audition required.

Yearlong Orchestra Grades 7 & 8

In this combined 7th and 8th-grade orchestra class, students will continue to refine their skills on string instruments such as violin, viola, cello, and double bass. The course will focus on individual instrument technique, ensemble playing, and music theory specific to orchestral music. Students will have the opportunity to perform in several concerts throughout the year, showcasing their musical growth and ensemble cohesion. Through participation in orchestra, students will develop a deep appreciation for classical music and strengthen their teamwork and collaboration skills.

If you are a beginning string student please talk to Mrs. Stevens when you sign up. Many students will be provided with a school instrument to use. No audition required.

Yearlong Orchestra Grades 7 & 8

In this combined 7th and 8th-grade orchestra class, students will continue to refine their skills on string instruments such as violin, viola, cello, and double bass. The course will focus on individual instrument technique, ensemble playing, and music theory specific to orchestral music. Students will have the opportunity to perform in several concerts throughout the year, showcasing their musical growth and ensemble cohesion. Through participation in orchestra, students will develop a deep appreciation for classical music and strengthen their teamwork and collaboration skills.

If you are a beginning string student please talk to Mrs. Stevens when you sign up. Many students will be provided with a school instrument to use. No audition required.

SELECTIVE ELECTIVES

****ASB (Student Leadership)** (Yearlong Selective Elective w/ application and possible interview) **Grades 7 & 8**

Associated Student Body, or ASB, teaches the principles and dynamics of leadership. This course is designed to empower students to become effective leaders both on campus and in their own community. Students will explore various components of what it means to be an effective group member and leader through planning and implementing activities, programs, and events for their peers, including: dances, spirit weeks, lunchtime games/activities, sports tournaments, and fundraisers. Application required.

****Advanced Drama** (Yearlong Selective Elective w/ application and possible interview) **Grades 7 & 8**

This class is for serious drama students who are interested in the dynamics of performance. Students will study all aspects of theater, including, but not limited to, acting, technical theater skills, stagecraft, stage management, script writing, dance, vocals, characterization, and pre/post production planning. Students will perform scenes, monologues, improvisation and skits, as well as participate in a full-length play or musical performance. Application and an audition required.

****Office Aide** (Yearlong Selective Elective w/ application and possible interview) **Grade 8**

The Office Aides are an integral partner in the school office. They are the first to greet parents and students at the attendance window. They assist the office staff in delivering call slips, keeping log of students who arrive tardy to school and issue tardy slips. They help parents who deliver students' forgotten items and assist teachers with copies and homework packets. They conduct tours for new students and deliver items to teachers and staff. If there is down time, students are encouraged to work on homework or read. Application required.