



Developmental Research School  
*at the University of Florida*

# Student Handbook & Course Description Guide 2020-2021

## Middle School

# Table of Contents

About P.K. Yonge.....	3
School Counseling Program Vision Statement.....	3
Role of the Middle School Counselor.....	3
Grading Scale.....	4
Grade Point Average Calculations.....	4
Skyward Gradebook Family Access.....	4
State Assessments.....	5
Virtual School Option.....	5
Promotion and Grade-Level Classification Requirements.....	7
Promotion to High School.....	7
6 <sup>th</sup> Grade Course Description Guide.....	8
7 <sup>th</sup> Grade Course Description Guide.....	12
8 <sup>th</sup> Grade Course Description Guide .....	16
Middle School Elective Preference Form for Rising 8 <sup>th</sup> Graders.....	20

*P.K. Yonge Developmental Research School’s mission is to design, test, and disseminate innovations in education through serving a diverse K-12 community.*

*P.K. Yonge students are positioned to be creative, dedicated, and resilient learners who embrace the power of diverse ideas, talents, and cultures to improve our world.*

# Middle School Handbook & Course Description Guide

This guide has been prepared to assist students and families with course selections and with long term program planning. Students and families are encouraged to familiarize themselves with this publication and to use it as a resource guide. The Middle School Handbook and Course Description Guide and the High School Student Handbook and Course Description Guide, can be found the P.K. Yonge website under *Academics*.

## **About P.K. Yonge**

Established in 1934, P.K. Yonge Developmental Research School is a public school district affiliated with the University of Florida and located on its campus. The school is designed as a special school district by the Florida Department of Education and is given the responsibility to develop innovative solutions to educational concerns in the State and to disseminate successful instructional programs to other school districts. At P.K. Yonge we strive to position our students to be creative, dedicated, and resilient learners who embrace the power of diverse ideas, talents, and cultures to improve our world. In order for learning to take place in a safe environment, there must be a strong partnership and mutual respect between students, families, faculty, and staff.

## **Expectations for Students, Families, and P.K. Yonge**

Please see the Code of Student Conduct: <http://pk Yonge.ufl.edu/information/policies-publications/>

## **School Counseling Program Vision Statement**

*The School Counseling Program will provide opportunities for students to feel empowered to take on challenges by learning and practicing self-awareness, social awareness, relationship skills and responsible decision-making strategies throughout their life journeys. In collaboration with families, faculty, and community, this foundation will assist all students in mastering P.K. Yonge's curriculum, enabling all students to graduate career- and college-ready, and to become life-long learners and productive citizens.*

Students and families should contact the Middle School Counselor if there are any questions about middle school courses or schedules. Families are also encouraged to reach out to the middle school counselor if there are concerns about the student's academic progress.

## **Role of the Middle School Counselor:**

- Assist students in planning, selecting and successfully completing middle school courses that prepare them for a secondary education plan
- Work with students, and families on addressing personal problems that are, or may be, interfering with students' success
- Monitor students' academic progress and develops plans to support students so that they are successful in resolving problems to do well in classes and school
- Provide a program to prepare students for an education beyond high school and provides career information
- Provide core counseling curriculum via direct instruction
- Provide planned activities outside of the classroom to promote academic, career or social/emotional development
- Provide planned, short-term and goal-focused counseling. School counselors do not provide therapy or long-term counseling in schools; however, school counselors are prepared to

recognize and respond to student mental health needs and to assist students and families seeking resources

- Provide crisis response, i.e., support and assistance to students and families as they navigate crisis and emergency situations
- Middle school counselors also provide indirect student services including:
  - Consultation – share strategies supporting student achievement with families, teachers, other educators and community organizations
  - Collaboration – work with other educators, families and the community to support student achievement
  - Referrals – connect students and families to school or community resources for additional assistance and information

### Grading Scale

Mastery-Language	Letter Grade	Range (4-pt grade system)	Meets Standard Course Credit Earned
Mastery	A	3.25-4	✓
Meeting/Proficient	B	2.5-3.24	✓
Approaching	C	1.75-2.49	✓
Beginning	D	1-1.74	✓
Not Meeting	F	<1	No Course Credit
Insufficient Evidence	F	<1	No Course Credit

### Grade Point Average (GPA) Calculations

GPA is calculated each quarter for all middle school students. To calculate GPA, add the quality points (see below) earned and divide by the number of credit/units attempted. Grades of “F” receive no points, but the attempted credit/unit is still included in the calculation. All course grades are included in GPA calculations.

Quality Points for Calculating GPA

A = 4 points    B = 3 points    C = 2 points    D = 1 points    F = 0 points

### Skyward and Canvas Gradebook Family Access

Our gradebook is accessible to all students and families online. It can be reached from our home page at [www.pkyonge.ufl.edu](http://www.pkyonge.ufl.edu).

- Each family and student will have their own login and password.
- Families of multiple students will have the same login and password for all their students.

- The first time you log in, change your password to something easier to remember.

For your child's safety, please make sure that his/her/their demographic information is correct. This includes parent/guardian names, emails, mailing and physical addresses, telephone numbers, emergency contact names, and medical information. All of this can be updated through your Skyward gradebook access.

**The Skyward gradebook information system is where families provide this information. It is the family's responsibility to keep this information updated throughout the school year.**

If you have issues with access to the Skyward gradebook, please contact Student Records: 392-1554 x285 or the Front Office: 392-1554 x221.

Families and students can receive login assistance at the Student Records office or the Front Office. Family members must bring a driver's license or picture I.D., and once identities have been verified, they will be given login and password information.

### **State Assessments 1008.25(2)(b)1 F.S., 1008.22 F.S.**

Participation in the statewide testing program, which consists of the Florida Standards Assessment (FSA), state End-of Course (EOC) assessments and alternate assessments, is mandatory for K-12 students attending public schools. The assessment of reading shall be administered annually in grades 3-10 and includes writing in grades 4-10, math in grades 4-10, and science in grades 5 and 8. Middle school students take the state End-of Course (EOC) assessment in Civics and it will be 30% of the final grade in the course. Middle school students taking Algebra I, or Geometry must take the EOC, and it will count as 30% of the final grade in the course.

### **PSAT 8/9**

The PSAT 8/9 will be administered to all 9<sup>th</sup> grade students during the fall semester. This test measures what students have learned in school and what they need to succeed in college. The PSAT 8/9 also helps students determine what they need to work on most so that they're ready for college when they graduate from high school.

The PSAT 8/9 tests the same skills and knowledge as the SAT, PSAT/NMSQT, and PSAT 10 in a way that makes sense for 8<sup>th</sup> and 9<sup>th</sup> graders. It measures what students are already learning, shows students whether they're on track for college, and lets them know where they need the most improvement. That means students have time to tackle these areas long before they take the SAT.

Students over 13 can share their scores with Khan Academy® to create a personalized practice experience. Utilizing Khan Academy® is an excellent way to prepare for other tests in the SAT Suite of Assessments, and it's free (<https://www.khanacademy.org/>).

### **P.K. Yonge Developmental Research School Virtual School Option**

As stipulated by the Florida K-20 Education Code (s.1002.20) Families have the right to choose educational options for their children. Section 1002.455, F. S., states that school districts are required to provide one virtual school option. The virtual option provided by P.K. Yonge DRS during the academic year is MyDistrict Virtual School through an agreement with the Northeast Florida Educational Consortium (NEFEC). P.K. Yonge DRS may not deny access to courses offered by MyDistrict or FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. Access to MyDistrict for students shall be available during and after the scheduled school day. Access to FLVS for students shall be

available after the scheduled school day. MyDistrict and FLVS are available throughout the summer. Students wishing to take courses from MyDistrict or FLVS must work closely with their school counselors. Virtual School is not an option for a schedule change after school starts. Students enrolled in a MyDistrict/FLVS course which requires a state end-of-course assessment (EOC) are required to take the EOC. Families will be provided written notification of the MyDistrict Virtual School open enrollment period no less than 90 days prior to the first day of the school year; open enrollment will end when the schedule change period ends (third day of the new school year).

Use of a specific classroom space during the scheduled school day has been established to assist in student access to MyDistrict virtual courses. Students enrolled in these classes will be held to daily class attendance requirements even if coursework is completed prior to the end of the enrolled semester.

It is recommended that students have a 2.0 GPA or higher OR have FSA scores confirming grade-level achievement unless the student has medical or behavior issues that may limit success in the traditional classroom.

Students must meet with their school counselor to determine if placement in a MyDistrict/FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course. ALL courses must be approved by the school counselor.

The following steps are necessary to enroll in a MyDistrict Virtual School course:

1. The family/student meets with their P.K. Yonge counselor to discuss the course of interest and to determine if it is necessary and/or appropriate for the student.
2. The family/student must create an account and register for MyDistrict Virtual School through [www.flvs.net](http://www.flvs.net). Be sure to choose My District Virtual School when registering for your course.  
**Helpful Tip:** P.K. Yonge's district name is **UF Lab School**, NOT Alachua County.
3. The P.K. Yonge counselor approves the course(s).
4. MyDistrict Virtual School will assign a teacher, and this may take up to two weeks, depending upon course/teacher availability.

Credits from other accredited education providers acquired beyond the academic year (i.e. Florida Virtual School) may also be authorized, but students and families are cautioned that these may not suffice for FHSAA or NCAA eligibility requirements. All credits earned may be transferred to P.K. Yonge DRS to be credited toward graduation requirements. Academic acceleration attempts via Florida Virtual School (FLVS), and other educational institutions or programs, are subject to approval by the principal and/or designee, and the grade earned will be placed on the student's transcript or permanent record.

FLVS can be used for academic enrichment if the desired online course(s) is an academically appropriate placement based on the criteria set forth by F.S. 1002.20; counselors may determine if the course(s) is academically appropriate based on:

- Student's academic history
- Material/content of course is grade level and/or age appropriate for the student at the time
- Requested courses adhere to the recommended course progression

## Promotion and Grade-Level Classification Requirements

- Classification for 6th grade - promotion from 5th grade
- Classification for 7th grade - successful completion of 6th grade language arts, mathematics, science and social studies
- Classification for 8th grade - successful completion of 7th grade language arts, mathematics, science and social studies

## Additional Requirements

- Completion of one course in career and education planning, and
- The equivalent of one class period per day of physical education for one semester of each year for students enrolled in 6<sup>th</sup>-8<sup>th</sup> grades, unless the student is eligible for a waiver.

## Promotion to High School

In order for a student to be promoted to high school from the middle grades, students must successfully complete the following courses:

- Three middle grades or courses in English language arts
- Three middle grades or courses in mathematics
- Three middle grades or courses in science
- Three middle grades or courses in social studies - One of these social studies courses must be Civics. There is a statewide, standardized end-of-course exam for Civics that must be taken and factored in as 30% of a student's course grade.

The statutory requirements for middle grades promotion are found in [section 1003.4156, Florida Statutes](#).

The statutory requirements for physical education (one semester each year) are found in [section 1003.455, Florida Statutes](#).

## Middle School Courses

All students in 6<sup>th</sup> – 8<sup>th</sup> grades must take 4 courses in fall and 4 courses in spring. Considering all middle school students' academic and developmental needs, P. K. Yonge provides the courses and opportunities included in the pages following.

# Course Description Guide, 6<sup>th</sup> Grade

All students enrolled in 6<sup>th</sup> grade are scheduled into the 6 of the following courses:

## **M/J Language Arts 1 (#1001010)**

The content should include, but not be limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- Writing for varied purposes:
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text-based claims and evidence
- Effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- Collaboration among peers

## **M/J 6<sup>th</sup> Grade Mathematics (#1205010)**

### **M/J 6<sup>th</sup> Grade Advanced Mathematics (#1205020)**

In 6<sup>th</sup> grade, instructional time focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus, students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend



their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are equivalent ratios, and they use equations (such as  $3x = y$ ) to describe relationships between quantities.

Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different set of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

### **M/J Comprehensive Science 1 (#2002040)**

The goal of the new framework for science education (NRC, 2012) is for all students to develop an in-depth understanding of core scientific concepts, within the disciplines of physical science, chemistry, earth science and life science, while also developing key skills, such as communication, collaboration, inquiry, and problem solving that will serve them to explain natural phenomena and become inquisitive throughout their educational and professional lives. In addition to these skills the course involves three dimensions: core ideas, crosscutting concepts and scientific practices to help students build their knowledge over the period of three years in middle school.

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. As recommended by The National Science Teachers Association (NSTA), all students at the middle school level will have multiple opportunities every week to explore science laboratory investigations (labs) in order to acquire the skills and knowledge appropriate for this grade level.

### **M/J World Cultures (#2105020)**

The social studies curriculum for this course consists of the following content area strands: world history and geography. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but is not limited to, the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

## **6<sup>th</sup> Grade Electives** (Four Semester Courses - Students take two of four in 6<sup>th</sup> grade year)

- **M/J Design and Modeling –Part 1 - Exploration of Engineering Technology (#8600060),**

Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Throughout each unit of study students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Some design solutions include having teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

- **M/J Computer Science Discoveries (#0200000)**

Students will build upon their previously developed technology skills by delving into emerging technologies. The computer science components will focus on building a foundation of understanding in computational thinking and programming languages. This course will provide students with possible pathways and career options, which they can enhance at the high school level.

- **M/J Studio Art (#0101010)**

Students investigate a wide range of media and techniques, from both historical and contemporary perspectives, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

- **M/J Project Based Learning STEAM (0103000)**

Students investigate a wide range of media and techniques. The class will have an emphasis on graphic design principles, using the Adobe Suite software. Students will engage in project-based curricula that focuses on authentic application of graphic design principles in order to create digital media in a variety of forms.

### **Additional Elective Offerings**

#### **M/J Band 1 (#1302000)**

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to

support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**M/J Music Techniques 1, Performing Arts (#1303230)**

Students with natural and beginning vocal experience will develop, musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, warm-ups, and group literature. Acting and dancing skills for performing arts will also be included in this class.

**M/J Comprehensive PE - Grades 6/7 (#1508600)**

This course is designed for 6<sup>th</sup> and 7<sup>th</sup> grade students. The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to, fitness activities, educational gymnastics and dance, and team sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

# Course Description Guide, 7<sup>th</sup> Grade

## **M/J Language Arts 2 (#1001040)**

The content should include, but not be limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- Writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- Effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- Collaboration among peers

## **M/J 7<sup>th</sup> Grade Mathematics (#1205040)**

## **M/J 7<sup>th</sup> Grade Mathematics (#1205050)**

In 7<sup>th</sup> grade, instructional time focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percent as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use

the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

Students continue their work with area from 6<sup>th</sup> grade, solving problems involving area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in 8<sup>th</sup> grade they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationship between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

### **M/J Comprehensive Science 2 (#2002070)**

The goal of the new framework for science education (NRC, 2012) is for all students to develop an in-depth understanding of core scientific concepts, within the disciplines of physical science, chemistry, earth science and life science, while also developing key skills, such as communication, collaboration, inquiry, and problem solving that will serve them to explain natural phenomena and become inquisitive throughout their educational and professional lives.

In addition to these skills, the course involves three dimensions: core ideas, crosscutting concepts and scientific practices to help students build their knowledge over the period of three years in Middle School.

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. As recommended by The National Science Teachers Association (NSTA), all students at the Middle School level will have multiple opportunities every week to explore science laboratory investigations (labs) in order to acquire the skills and knowledge appropriate for this grade level.

### **M/J Civics (#2106010)**

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

### **7<sup>th</sup> Grade Elective Choices**

Students will take two of the semester courses listed below.

- **M/J Design and Modeling – Part 1 - Exploration of Engineering Technology (#8600060),**

Design and Modeling provides students opportunities to apply the design process to creatively solve problems. Throughout each unit of study students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout

the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Some design solutions include having teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

- **M/J Computer Science Discoveries (#0200000)**

Students build upon their previously developed technology skills by delving into emerging technologies. The computer science components focus on building a foundation of understanding in computational thinking and programming languages. This course provides students with possible pathways and career options, which they can enhance at the high school level.

- **M/J Studio Art (#0101010)**

Students investigate a wide range of media and techniques, from both historical and contemporary perspectives, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

- **M/J Project Based Learning STEAM (#0103000)**

Students investigate a wide range of media and techniques. The class will have an emphasis on graphic design principles, using the Adobe Suite software. Students will engage in project-based curricula that focuses on authentic application of graphic design principles in order to create digital media in a variety of forms.

### **Additional Elective Offerings**

#### **M/J Band 2 (#1302010)**

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

#### **M/J Music Techniques 2, Performing Arts (#1303240)**

Students build on previous instruction to strengthen their musicianship, technique, and performance skills. Emerging musicians focus on the development of skills and techniques through preparation of scales, warm-ups, group literature and the opportunity for solo literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be

more disciplined performers. Public and in-class performances will serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Acting and dancing skills for Performing Arts will also be included in this class.

**M/J Comprehensive PE - Grades 7/8 (#1508070)**

This course is designed for 6<sup>th</sup> and 7<sup>th</sup> grade students. The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to, fitness activities, educational gymnastics and dance, and team sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

# Course Description Guide, 8<sup>th</sup> Grade

All rising 8<sup>th</sup> grade students complete an elective course preference form and will be scheduled into the two elective courses based on their prioritized selections.

The Middle School Elective Preference Form for rising 8<sup>th</sup> graders is included in Appendix A.

## **M/J Language Arts 3 (#1001070)**

The content should include, but not be limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- Writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- Effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- Collaboration amongst peers

## **Algebra 1 Honors (#1200320), High School Credit: 1.0/8<sup>th</sup> grade Pre-Algebra (#1205070)**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the earlier middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- **Unit 1 - Relationships Between Quantities and Reasoning with Equations**
- **Unit 2 - Linear and Exponential Relationships**
- **Unit 3 - Descriptive Statistics**
- **Unit 4 - Expressions and Equations**
- **Unit 5 - Quadratic Functions and Modeling**

## **M/J Comprehensive Science 3 (#2002100)**

The goal of the new framework for science education (NRC, 2012) is for all students to develop an in-depth understanding of core scientific concepts, within the disciplines of physical science, chemistry, earth science and life science, while also developing key skills, such as, communication, collaboration, inquiry, and problem solving that will serve them to explain natural phenomena and



become inquisitive throughout their educational and professional lives. In addition to these skills the course involves three dimensions: core ideas, crosscutting concepts and scientific practices to help students build their knowledge over the period of three years in middle school. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. As recommended by The National Science Teachers Association (NSTA), all students at the Middle School level will have multiple opportunities every week to explore science laboratory investigations (labs) in order to acquire the skills and knowledge appropriate for this grade level.

NAEP frameworks for Science: <http://www.nagb.org/publications/frameworks/science-09.pdf>

### **M/J United States History & Career Planning (#2100015)**

**United States History** - Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**Career and Education Planning** - results in a completed personalized academic and career plan for the student; emphasizing the importance of entrepreneurship and technology skills; and the application of technology in career fields as appropriate.

The following standards are covered in the course:

- Describe the influences that societal, economic, and technological changes have on employment trends and future training
- Develop skills to locate, evaluate, and interpret career information
- Identify and demonstrate processes for making short- and long-term goals
- Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship
- Understand the relationship between educational achievement and career choices/postsecondary options
- Identify a career cluster and related pathways through an interest assessment that match career and education goals
- Develop a career and education plan that includes short- and long-term goals, high school program of study, and postsecondary/career goals
- Demonstrate knowledge of technology and its application in career fields/clusters

### **8<sup>th</sup> Grade Elective Offerings**

#### **M/J Graphic/Digital Design (#0103020)**

The purpose of this course is to give students an opportunity to explore the area of technical design technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of technical design technology on our everyday lives.

**M/J Automation and Robotics (#8600070)**

Automation and Robotics is a semester STEM unit of study. The focus of this unit is the development of automation and robotics and their use to improve daily life. Students investigate mechanical systems, energy transfer, machine automation and computer control systems. Using the VEX Robotics platform, students design, build and program real world devices such as traffic lights, tollbooths, and robotic arms.

**M/J Computer Science Discoveries 2 (#0200010)**

Students build upon their previously developed technology skills by delving into emerging technologies. The computer science components will focus on building a foundation of understanding in computational thinking and programming languages. This course provides students with possible pathways and career options, which they can enhance at the High School level.

**M/J Project Based Learning STEAM (#0103010)**

Students investigate a wide range of media and techniques. The class will have an emphasis on graphic design principles, using the Adobe Suite software. Students will engage in project-based curricula that focuses on authentic application of graphic design principles in order to create digital media in a variety of forms.

**M/J Exploring Chemistry (#2003030)**

Students investigate physical science phenomenon with an emphasis on foundations of chemistry. This course is designed to engage young learners in a lab setting and provide an enriching elective experience for students while developing scientific practices.

**M/J Comprehensive PE – Grade 8 (#1508070)**

This course is designed for 8<sup>th</sup> grade students. The purpose of this course is to provide foundational of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to, fitness activities, educational gymnastics and dance, and team sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

**M/J Dance Techniques (#0300310)**

Students will have the opportunity to learn basic techniques in a supportive setting that responds to all levels. No prior experience needed.

**M/J Band 3 (#1302020)**

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**M/J Music Techniques 3/Performing Arts (#1303250)**

Student musicians build on previous instruction to develop high levels of musicianship, technique, and performance skills through preparation of more technically challenging scales, warm-ups, group literature, and the opportunity for solo literature. Students use problem-solving, critical thinking, and reflection to demonstrate the skills of disciplined performers. Public performances will serve as a

culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Acting and dancing skills for performing arts will also be included in this class.

**M/J Two-Dimensional Studio Art 2 (#0101020)**

Students investigate a wide range of media and techniques, from both historical and contemporary perspectives, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

**Spanish 1 (#0708340) High School Credit: 1.0**

8<sup>th</sup> grade academic requirements: Level 4 or 70<sup>th</sup> percentile on FSA ELA or with a minimum 3.5 GPA in middle school English. 8<sup>th</sup> grade students who successfully complete Spanish I earn high school credit. Students who have demonstrated success in academic courses will be prioritized for Spanish 1 placement.

Major concepts/content: The purpose of this course is to introduce students to Spanish and Hispanic culture and to develop communication skills and cross-cultural understanding. The content includes, but is not limited to: beginning skills in listening and speaking with special attention to pronunciation, introduction to vocabulary, reading and writing, fundamentals of grammar, and fundamentals of culture and history.



## Middle School Elective Preference

### 2020-21, 8<sup>th</sup> Grade

Student Name (printed) \_\_\_\_\_ Date \_\_\_\_\_

Please check below if you are in one or more of these classes and wish to continue next year (you may also check below if you hope to add one of these classes)

\_\_\_ **VOCAL/DRAMATIC PERFORMING ARTS** (M/J Music Techniques 3 - #1303250)

\_\_\_ **BAND** (M/J Band 3 - #1302020)

#### **8<sup>th</sup> Grade Elective Choices**

Please number order your choices (1-10) where 1=strongest preference

These courses are semester courses that earn a complete middle school unit.

Every effort will be made to give each student their first choice.

#### \_\_\_ **M/J Two-Dimensional Studio Art 2 (#0101020)**

Students investigate a wide range of media and techniques, from both historical and contemporary perspectives, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

#### \_\_\_ **M/J Project Based Learning STEAM (#0103000)**

Students investigate a wide range of media and techniques. The class will have an emphasis on graphic design principles, using the Adobe Suite software. Students will engage in project-based curricula that focuses on authentic application of graphic design principles in order to create digital media in a variety of forms.

#### \_\_\_ **M/J Graphic/Digital Design (#0100310)**

The purpose of this course is to give students an opportunity to explore the area of technical design technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of technical design technology on our everyday lives.

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**\_\_\_ M/J Dance Techniques (#0300310)**

Students will have the opportunity to learn basic techniques in a supportive setting that responds to all levels. No prior experience needed.

**\_\_\_ M/J CHORUS 1 (#1303000)**

Students will have the opportunity to learn basic techniques in a supportive setting that responds to all levels. No prior experience needed.

The remainder of your class schedule will be determined by teachers and school counseling. Students are required to take Algebra I, Science, History, and Language Arts.

Schedules will be available on the first day of the next school year.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name (printed): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_