



# **PROGRAM OF STUDIES for CCS Middle Schools**

## **2019-2020**

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### **CARMEL CLAY SCHOOLS MISSION & VISION**

#### **MISSION:**

Carmel Clay Schools will provide opportunities for all students to realize their potential in an ever-changing world.

#### **VISION:**

*Experience Excellence...Explore Opportunities...Realize Potential*

Dear CCS Families,

As you begin to plan for your child's middle school experience during the 2019-2020 school year, we hope you will find this information helpful.

All middle schools follow a block schedule, with students being organized into teams that consist of five core teachers in the areas of language arts, math, science, social studies, and wellness. In addition to these core classes, students will have opportunities in elective classes for two blocks per quarter. The final component of a student's schedule is Core+. Each student will have time with their team of teachers for enrichment opportunities, re-teaching of concepts, interdisciplinary study, and other team activities. Below is an example of what a student schedule may look like next year:

Possible 6<sup>th</sup> Grade Student Schedule:

7:45-7:55	ANNOUNCEMENTS	
7:55-9:29	ELA	SS
9:34-11:41	Math	Science
	Lunch	Lunch
11:46-1:20	45 MIN	Elec. 1
	Meet for 1/2 block each	
	45 minute	Elec. 2
1:25-3:05	PE	Core +
	check-out/announcements	

Possible 7<sup>th</sup> or 8<sup>th</sup> Grade Student Schedule:

7:45-7:55	ANNOUNCEMENTS	
7:55-9:29	Elective	Elective
9:34-11:41	Math	Science
	Lunch	Lunch
	Math	Science
11:46-1:20	ELA	SS
1:25-3:05	PE	CORE +
	check-out/announcements	

The purpose of this book is to inform you of the course offerings available to middle school students for the 2019-2020 school year. Starting in early February, students will meet with school counselors and make preliminary course selections via our district online course request (OCR) system. These selections are not permanent and we encourage you to review and discuss them with your child. Changes can be made online, and this course selection program can be accessed through any CCS homepage. If you do not have computer access at home, you can access the program from any computer with internet access. Those without computer access are invited to the middle schools to use our computer lab.

To access the system, login to PowerSchool using either a student or parent account. From there, please select class registration from the left-hand column and follow the prompts.

Once you are in the class registration system, you will see that many of the courses your student will take are required and already locked into the system. These selections cannot be changed by students or parents.

Please note that students currently enrolled in IEP-driven resource classes may have schedule changes made so that course requests meet IEP requirements.

Please familiarize yourself with the Program of Studies that follows as it outlines courses that are required and electives at each grade level.

Every effort is made to fulfill all student schedule requests. However, this is not always possible and alternate classes may be required to fill student schedules. We appreciate your understanding with the scheduling process.

If you have overall questions or concerns during this process, please feel free to contact your child's counselor. Any changes you want to make to course requests need to be entered by the following dates:

- March 1, 2019 for students who will be in 7<sup>th</sup> or 8<sup>th</sup> grade during the 2019-2020 school year
- March 1, 2019 for students who will be in 6<sup>th</sup> grade during the 2019-2020 school year

We hope you find this process easy to follow and we look forward to continuing to explore ways to make your middle school experience in Carmel Clay Schools the best possible!

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## Academic Guidance

This packet contains descriptions of the courses offered at the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade levels at Carmel Middle School, Clay Middle School, and Creekside Middle School. It is our hope that by reading the descriptions you will be able to successfully select interesting and appropriate elective courses and understand the core classes for the coming school year. For information about the scheduling process, please choose the “Student Services” tab on your home middle school website listed below.

### **Carmel Middle School** ([www1.ccs.k12.in.us/cam](http://www1.ccs.k12.in.us/cam))

#### *School Counselors*

Miss Cheyenne Walker: [cwalker@ccs.k12.in.us](mailto:cwalker@ccs.k12.in.us)

Mrs. Christine Winger: [cwinger@ccs.k12.in.us](mailto:cwinger@ccs.k12.in.us)

#### *Student Services Coordinators*

Mrs. Tanya Garber

Mrs. Connie Peregrin

### **Clay Middle School** ([www1.ccs.k12.in.us/clm](http://www1.ccs.k12.in.us/clm))

#### *School Counselors*

Mrs. Michelle Janson: [mjanson@ccs.k12.in.us](mailto:mjanson@ccs.k12.in.us)

Mrs. Erin Naas: [enaas@ccs.k12.in.us](mailto:enaas@ccs.k12.in.us)

#### *Student Services Coordinators*

Mrs. Britney Coats

Mrs. Gina Potter

### **Creekside Middle School** ([www1.ccs.k12.in.us/crm](http://www1.ccs.k12.in.us/crm))

#### *School Counselors*

Mrs. Kristen Sprunger: [ksprunge@ccs.k12.in.us](mailto:ksprunge@ccs.k12.in.us)

Miss Susan Schad: [sschad@ccs.k12.in.us](mailto:sschad@ccs.k12.in.us)

#### *Student Services Coordinators*

Mrs. Nicole Wolfe

Mrs. Carolyn Penn

Please don't hesitate to contact your middle school counselor if you have questions about courses.

## Language Arts

*Indiana's College and Career Ready Academic Standards for English/Language Arts demonstrate what students should know and be able to do in reading, writing, speaking and listening, and media literacy. In each of these areas, development of knowledge and skills progresses logically and sequentially from kindergarten through high school, building rigor and complexity from grade to grade.*

### Sixth Grade ELA

In sixth grade English/Language Arts, students encounter much more complex texts that grapple with complicated concepts and issues than those previously studied in elementary school. Students read, write, speak, and listen to explore factual and fictional experiences that are highly relevant to their young adolescent lives as they begin to consider their place in the world and cultivate their sense of self. They compare and contrast ideas from texts across, as well as within, different genres to consider such questions as: *Whether positive or negative, how do we each leave our mark on the world? How can I make any possibility a reality in my life? What is my responsibility to give back to the world in which I live? What characteristics do I share with individuals from different times and places who have made the world better for all?*

Reading experiences also focus on close reading to study how authors of both fiction and nonfiction use a combination of basic structures, literacy elements, and language in myriad ways to communicate themes and central ideas throughout the course of a text. Students support their examination of authors' techniques with textual evidence of what the text says both explicitly as well as inferentially.

Students participate in writing workshop each quarter to examine writer's craft and produce complex narrative, expository, and argumentative writing based upon their chosen research or reading. They begin to develop greater writing stamina and use more refined techniques to improve the quality of their writing by utilizing learning progressions, self-assessment rubrics, and feedback from teacher and peers on the structure, content development, and conventions of their writing.

In sixth grade students develop their public speaking skills through many experiences with small group collaborative discussions and large and small group presentations. Lastly, they begin a three-year study of Greek and Latin affixes and roots to expand their vocabulary.

### Honors Language Arts 6

This summer, Honors Language Arts will be entered into schedules for those students qualifying based on test scores or previous course placement. Students already identified for the Challenge program will continue to Honors Language Arts, pending adequate progress in their current placement. Students who have not been identified for the Challenge program can qualify for 6<sup>th</sup> grade Honors Language Arts based on exceptional NWEA Reading scores and/or ability test results. More information regarding Honors Language Arts placements and testing opportunities will be communicated in late February.

## Seventh Grade ELA

Seventh grade skills move students into deeper analytical thinking in their reading, writing, and speaking and listening as they analyze and synthesize multiple perspectives from various authors across a wide range of media and formats. Students read a diverse compilation of complex texts to explore important ideas in different contexts: *What does it mean to live by the choices we make? How are our values and principles tested in times of conflict? How do the people and events in our lives influence and shape our character? What is a hero?* They reflect on and respond to the real and imagined experiences of others, then compare and contrast the ideas various authors put forward to refine their own personal beliefs and ideals.

Reading experiences also focus on close reading to determine how authors strategically employ literary tools and structures as well as figurative, connotative, and technical language to establish tone and mood, convey subtleties of meaning, and advance unique interpretations of the same facts or evidence. Students identify and summarize textual evidence to support their analysis of how an author uses these techniques to develop a theme or central idea over the course of the text.

Students participate in writing workshop each quarter to examine writer's craft and produce complex narrative, expository, and argumentative writing based upon their chosen research or reading. They increase their writing stamina, and more importantly, the quality of their writing by utilizing learning progressions, self-assessment rubrics, and feedback from teacher and peers on the structure, content development, and conventions of their writing.

In seventh grade students continue to develop their public speaking skills through informal collaborative discussions and formal group presentations. Lastly, they continue their study of Greek and Latin affixes and roots to expand their vocabulary.

## Honors Language Arts 7

Students who took Honors Language Arts 6 will continue to Honors Language Arts 7, pending adequate progress in their current placement. Students who have not been identified for the honors program can qualify for 7<sup>th</sup> grade Honors Language Arts based on exceptional ability and/or achievement. More information regarding Honors Language Arts placements and testing opportunities will be communicated in late February.



## Eighth Grade ELA

Eighth grade skills require students to build upon their analysis and synthesis experiences in sixth and seventh grades and evaluate the complex issues and ideas they encounter in their reading, writing, and speaking and listening experiences in an ever-widening and more sophisticated range of texts and media. Students explore important ideas such as: *How do we determine what we value? What is justice? How do we achieve the ideal of equal rights for all?* They read and reflect to understand how the traditions, values, attitudes, and beliefs in diverse cultures around the world, as well as in the United States, can affect the interpretation and realization of these ideals.

Reading experiences also focus on close reading to evaluate authors' and speakers' argument techniques and how they respond to conflicting evidence, determine where texts agree and disagree on interpretations of the same evidence, understand precise and concise language that communicates subtle variations of meaning, and recognize the techniques the media uses to influence the public. Students study and assess how authors use literary elements and techniques to develop a theme or central idea over the course of the text and support their analysis with textual evidence.

Students participate in writing workshop each quarter to examine writer's craft and produce complex narrative, expository, and argumentative writing based upon their chosen research or reading. They continue to build writing stamina, and more importantly, improve the quality of their writing by utilizing learning progressions, self-assessment rubrics, and feedback from teacher and peers on the structure, content development, and conventions of their writing.

In eighth grade students continue to expand and hone their public speaking skills through informal collaborative discussions and formal group presentations. Lastly, they continue their study of Greek and Latin affixes and roots to expand their vocabulary.

## Honors Language Arts 8

Students who took Honors Language Arts 7 will continue to Honors Language Arts 8, pending adequate progress in their current placement. Students who have not been identified for the honors program can qualify for 8<sup>th</sup> grade Honors Language Arts based on exceptional ability and/or achievement. More information regarding Honors Language Arts placements and testing opportunities will be communicated in late February.

## Social Studies

*Sixth, seventh, and eighth grade courses in social studies are all structured around four main content areas: history, civics and government, geography and economics. Students deepen their understanding for their grade-level content by engaging regularly in discipline-specific reading and writing activities, simulations, debates, Socratic discussions, and inquiry-based projects. This dual emphasis on content and skills prepares students to become engaged and civic-minded citizens.*

### Sixth Grade

During the course of their sixth grade year, social studies students compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on: (1) Europe, (2) North America, (3) South America, (4) Central America, (5) and the Caribbean region.

Throughout this course, students will explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments. Sixth grade students will also compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems. Additionally, students will identify the characteristics of climate regions, describe major physical features, and identify countries and cities of Europe and the Western Hemisphere. Students will also examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

### Seventh Grade

During the course of their seventh grade year, students compare the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand.

Throughout this course, students will examine the major movements, events and figures that contributed to the development of Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments. Seventh grade students will also trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and roles of citizens. Additionally, students will use technology and grid systems to identify and categorize places and major geographic characteristics, and regions in Africa, Asia, and the Southwest Pacific. They will use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world. Students will also examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

## Eighth Grade

During the course of their eighth grade year, students explore the history, civics and government, geography, and economics of the United States from the American Revolution through the Reconstruction period (1877).

Throughout this course, students will examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the colonization of America, the American Revolution and Founding Era. This will be followed by an emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period. Students will also explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government. Additionally, students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development. Students will also identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

# Science

## Sixth Grade Science

Throughout the year, sixth grade students will be encouraged to explore the physical world around them. They will learn to use the scientific method to solve real world problems and develop a greater understanding of the ways that matter and energy impact our world. Physical science, engineering, and technology are explored to help students glean ideas about how simple mechanical devices are designed and constructed using different forms of energy. Interwoven throughout the curriculum are themes of how life is affected by comparing bodies in our solar system to Earth's unique properties. Students are challenged to understand how changes in living and non-living factors impact the relationships between organisms and their environment. Problem solving is stressed throughout the curriculum.

## Seventh Grade Science

Seventh grade students take a hands-on approach to understanding how scientific inquiry can be used to explain the natural world. Topics such as energy, the weather, Earth's surface, plate tectonics, and cellular structures of life are explored by students as they take an in-depth look at how earth's land, water, air and life form a system. Throughout the curriculum students are challenged to use the scientific method to understand our world in a systematic way. Students develop a deeper understanding of energy conservation as well as the ways it can be transferred, transformed and converted from one form to another to perform work. Problem solving and critical thinking skills are developed throughout the curriculum.

## Eighth Grade Science

Eighth grade students are challenged to take the scientific method to the next level by applying it to real world problems. Problem solving is utilized throughout the curriculum to lead the kids to self-discovery about major concepts in the curriculum. Students are taught to investigate the interactions of objects and to explore how those interactions are dictated by the forces of nature. Students begin to understand the theory behind energy transference and the different types of waves that carry and transfer energy. Later in the year students are given the opportunity to explore genetic make-up in order to glean a deeper knowledge of how traits are inherited from generation to generation. The periodic table, chemical reactions and properties of the elements challenge students to think at a higher level. Toward the end of the year students begin to synthesize the information they have learned from sixth grade all the way through the end of eighth grade as they discover that the likelihood of a species surviving depends on its inherited traits and the environment in which it lives.

## Math: Sixth Grade

*Carmel Clay Schools offers different levels of mathematics courses in middle school to better meet the academic needs of all students. Students will be assigned to the course that best meets their needs, and parents will be notified via email during the summer. In the interim students will not select a mathematics course when they enroll online. Please note that consideration for Honors Pre-Algebra 6 requires special placement testing which is administered during second semester. The sixth grade math courses are described below.*

### Math 6

Math 6 meets the needs of students who are currently working successfully on grade level in Math 5 and plan to take Algebra in the ninth grade. This sequence of study allows students to earn four years of mathematics credits in high school as required for graduation and fully prepares them for college admission or other post-secondary pursuits.

### Advanced Math 6

Advanced Math 6 offers students who have already mastered the sixth grade mathematics standards the opportunity to continue to be challenged and prepares them to take Algebra in the eighth grade. Successful completion of this sequence of study allows students to earn five years of mathematics credits in high school, including the chance to earn college credit. This course meets the needs of students who are currently successful in Advanced Math 5 or outstanding Math 5 students who demonstrate the need for more rigorous instruction.

### Honors Pre-algebra 6

Honors Pre-Algebra 6 meets the needs of students who are gifted in mathematics and require two or more years of acceleration as well as experience with complex problem-solving. Students study Honors Algebra in the seventh grade and Honors Geometry in the eighth grade. In high school these students must earn an additional six credits (three courses) in mathematics and may earn college credit for some courses. The Honors course is only available to those students who qualify on the Honors placement tests.

### Math Placement Criteria

This summer, Advanced Math or Honors Math will be entered into schedules for those students qualifying based on test scores or previous course placement. Fifth grade students enrolled in Math 5 during this school year may be placed in Advanced Math 6 (7<sup>th</sup> grade math) based on an exceptional NWEA Math and 2015 College and Career Readiness Assessment (previously ISTEP+) Math scores. Fifth grade students enrolled in Advanced Math 5 during this school year will automatically be placed in Advanced Math 6 (7<sup>th</sup> grade math), pending adequate progress in their current placement. In addition, fifth grade students enrolled in Advanced Math 5 during this school year who qualify based on NWEA scores will have the opportunity to test for Honors Math (8<sup>th</sup> grade math) in early Spring. More information regarding math placements and testing opportunities will be communicated in late February.

## Math: 7<sup>th</sup> Grade

### Math 7

Math 7 meets the needs of students who are currently working successfully on grade level in Math 6 and plan to take Algebra in the ninth grade. This sequence of study allows students to earn four years of mathematics credits in high school as required for graduation and fully prepares them for college admission or other post-secondary pursuits.

### Advanced Pre-Algebra 7

Advanced Pre-Algebra 7 offers students who have already mastered the seventh grade mathematics standards the opportunity to continue to be challenged and prepares them to take Algebra in the eighth grade. Successful completion of this sequence of study allows students to earn five years of mathematics credits in high school, including an opportunity to earn AP, IB, or ACP college credit. This course meets the needs of students who are currently successful in Advanced Math 6 or outstanding Math 6 students who demonstrate the need for more rigorous instruction.

### Honors Algebra 7

Honors Algebra 7 meets the needs of students who are gifted in mathematics and require two or more years of acceleration as well as experience with complex problem-solving. Students in Honors Algebra 7 will study Honors Geometry in the eighth grade and must be prepared to earn an additional six credits (three courses) in mathematics at the high school as required by the State of Indiana for graduation; in some of these courses they may earn AP, IB, or ACP college credit. This Honors course is only available to those students who qualify on the Honors placement tests.

## Math: 8<sup>th</sup> Grade

### Pre-Algebra 8

Pre-Algebra 8 meets the needs of students who are currently working successfully on grade level in Math 7 and plan to take Algebra in the ninth grade. This sequence of study allows students to earn four years of mathematics credits in high school as required for graduation and fully prepares them for college admission or other post-secondary pursuits.

### Algebra I

Algebra I offers students who have already mastered the eighth grade pre-algebra mathematics standards the opportunity to continue to be challenged and prepares them to take Geometry in their freshman year. Successful completion of this sequence of study allows students to earn five years of mathematics credits in high school, including an opportunity to earn AP, IB, or ACP college credit. This course meets the needs of students who are currently successful in Advanced Pre-Algebra 7 or outstanding Math 7 students who demonstrate the need for more rigorous instruction.

### Honors Geometry

Honors Geometry meets the needs of students who are gifted in mathematics and require two or more years of acceleration as well as experience with complex problem-solving. Students in Honors Geometry study Algebra II or Honors Algebra II in ninth grade. In high school these students must earn an additional six credits (three courses) in mathematics and may earn AP, IB, or ACP college credit college credit for some courses. The Honors course is only available to those students who qualify on the Honors placement tests.

# Wellness

## Sixth Grade Wellness

Students engage in the combined learning of both physical fitness and mental, emotional, physical, and social health topics throughout the year. Topics including bullying, the influence of tobacco on one's health, nutrition, personal fitness, and the effects of avoiding or reducing health risks teach students important life skills that they can carry beyond the wellness classroom. These skills include decision-making, interpersonal communication, and self-advocacy and they afford students the opportunity to maintain a healthy and balanced well-being throughout their life. Students participate in different recreation and sport activities that teach them the importance of living an active lifestyle for health, enjoyment, challenge, self-expression, and social interaction. Movement concepts, patterns, and fundamental loco-motor skills are implemented in activity. Personal responsibility and respect for others is embedded throughout the class as students learn cooperative skills and how to work with a team. Technologies such as heart rate monitors, pedometers, and fitness apps are used to allow students to continue to find ways to maintain or improve personal fitness each day.

## Seventh Grade Wellness

Students engage in the combined learning of both physical fitness and mental, emotional, physical, and social health topics throughout the year. Topics including bullying, conflict resolution, the influence of alcohol on one's health, nutrition, body image, personal fitness, and CPR and First Aid teach students important life skills that they can carry beyond the wellness classroom. These skills include decision-making, interpersonal communication and self-advocacy and they afford students the opportunity to maintain a healthy and balanced well-being throughout their life. Students participate in different lifestyle, recreation and sport activities that teach them the importance of living an active lifestyle for health, enjoyment, challenge, self-expression, and social interaction. Students learn how to apply mastered skills into combinations and modify skills to adapt to different activities. They also learn to apply concepts from other disciplines to movement skills. Personal responsibility and respect for others is embedded throughout the class, especially as students demonstrate cooperative skills in group activities. Technologies such as heart rate monitors, pedometers, and fitness apps are used to allow students to continue to find ways to maintain or improve each day.

## Eighth Grade Wellness

Students engage in the combined learning of both physical fitness and mental, emotional, physical, and social health topics throughout the year. Topics including bullying, communication and conflict resolution, relationships, reproduction, consumerism, the influence of drugs on one's health, nutrition, and personal fitness teach students important life skills that they can carry beyond the wellness classroom. These skills include decision-making, interpersonal communication, and self-advocacy and they afford students the opportunity to maintain a healthy and balanced well-being throughout their life. Students learn how to refine mastered skills, develop game strategies, and apply interdisciplinary knowledge to game situations. Students participate in different recreation and sport activities that teach them the importance of living an active lifestyle for health, enjoyment, challenge, self-expression, and social interaction. Personal responsibility and respect for others is embedded throughout the class, especially as students demonstrate cooperative skills in group activities. Students use goal setting and self-assessment of daily activities to create personal fitness plans for themselves throughout the year.



## AVID (Advancement Via Individual Determination)

### Skills for Secondary Success – 6<sup>th</sup> grade only – 9 week elective

This course is designed to highlight the major skills that students need to be successful in school. This class will expose students to the AVID basic strategies in the areas of writing, inquiry, collaboration, organization and reading that will assist students in becoming more confident in their abilities as well as assist in self-advocacy skills. The course is a nine-week elective course open to all 6<sup>th</sup> grade students.

### AVID Elective Course – 7<sup>th</sup> grade and 8<sup>th</sup> grade – year long elective

AVID is offered as an elective course that prepares students for post-secondary experiences. Students taking this elective course receive the fundamental skills necessary to be successful in high school and post-secondary. Students will receive instruction in academic skills through participation in direct instruction, tutor-led study groups, and motivational activities. AVID strategies focus on writing, inquiry, collaboration, organization and reading to support academic growth. In order to be involved in the AVID elective class, a student must participate in an application/interview process, have average grades, and have the desire to be successful in school.

## World Languages

During both grades 6-7, students will take a minimum of one exploratory course of their choice in French, German, or Spanish. Students may take multiple exploratory courses during 6<sup>th</sup> and 7<sup>th</sup> grade, but they may only take each course once. The exploratory classes meet for one nine-week quarter. In grade 8, students have the option of taking Level I of French, German, or Spanish. The Level I courses meet for a full school year, and the course may count for high school credit. The exploratory courses are not prerequisites for Level I.

### Exploratory Courses – Grades 6-7 only

- *Exploratory French Culture* – This 9-week course is designed for middle school students to explore French-speaking cultures. Students are provided opportunities to communicate in French with their peers and teacher. In addition, they will understand their own culture better as they learn to appreciate different aspects of French-speaking cultures.
- *Exploratory French Language* – This 9-week course is designed for middle school students to explore the French language. Students are provided opportunities to communicate in French with their peers and teacher. In addition, they will begin to understand the grammar and structure of the French language.
- *Exploratory Spanish Culture* – This 9-week course is designed for middle school students to explore Spanish-speaking cultures. Students are provided opportunities to communicate in Spanish with their peers and teacher. In addition, they will understand their own culture better as they learn to appreciate different aspects of Spanish-speaking cultures.
- *Exploratory Spanish Language* – This 9-week course is designed for middle school students to explore the Spanish language. Students are provided opportunities to communicate in Spanish with their peers and teacher. In addition, they will begin to understand the grammar and structure of the Spanish language.
- *Exploratory German Culture* – This 9-week course is designed for middle school students to explore German-speaking cultures. Students are provided opportunities to communicate in German with their peers and teacher. In addition, they will understand their own culture better as they learn to appreciate different aspects of German-speaking cultures.
- *Exploratory German Language* – This 9-week course is designed for middle school students to explore the German language. Students are provided opportunities to communicate in German with their peers and teacher. In addition, they will begin to understand the grammar and structure of the German language.

## Level I French, German, Spanish – Grade 8 only

*These courses provide the opportunity to earn high school credit upon successful completion of the eighth grade year. In addition, the middle school program lays the foundation for the World Language program at Carmel High School as well as the International Baccalaureate Programme for French, German, and Spanish. Students will take an Exit Exam at the end of the Level I course. Successful completion of eighth grade world language is required to be recommended to enroll into level II at Carmel High School.*

- **French I:** This beginning course offers students an introduction to the French language and the cultures of French-speaking peoples throughout the world. Students are taught to apply effective language learning strategies and to communicate through listening and speaking in various cultural contexts. Students will also learn to read and comprehend simple dialogs, letters and short narrative texts. Students are also expected to write their own guided paragraphs and dialogs, as well as their creative projects which demonstrate various concepts and vocabulary. Additionally, students will be exposed to culturally appropriate behaviors, holidays, customs and current events from francophone countries.
- **German I:** German I is an introduction to the German language, reasons for studying the language, and understanding the customs and culture of German speaking countries. Students will apply effective strategies for acquisition of both written and oral language skills in order to perform in various cultural situations. Students will also be able to read and comprehend simple directions, as well as write basic questions and phrases. Additionally, students will learn appropriate behavior for social greetings and nonverbal communications of German speaking countries. Level I also provides the opportunity for students to learn about traditional celebrations and geographic regions of German speaking countries.
- **Spanish I:** In Spanish Level I, students are introduced to the Spanish language. Students acquire elementary grammar (present tense verbs, nouns and gender, adjectives and agreement, formation of statements and questions), vocabulary, and Spanish pronunciation, and an introduction to Hispanic culture. Students are taught to apply effective language learning strategies and to communicate through listening and speaking in various cultural contexts. Students will also learn to read and comprehend simple dialogs, letters and short narrative texts. Students develop foundational listening, speaking, reading, and writing skills.

## Middle School World Language FAQ

**I enjoy learning languages and learning about new cultures. Can I explore more than one language next year?**

*Yes! Sixth and seventh grade students have the option to explore multiple languages by taking nine-week exploratory courses.*

**How will the exploratory courses meet the needs of students with varying degrees of proficiency?**

*Students will take pre-assessments in the exploratory courses. Teachers will use data from these pre-assessments to differentiate instruction and learning experiences.*

**I want to earn high school credit for Level I of Spanish, French, or German in middle school. How will the structure of the new middle school World Language courses affect my ability to earn this credit?**

*As in the past, middle school students can earn credit for Level I of Spanish, French, or German. Students who want to earn this credit will take Level I for all four quarters of their 8<sup>th</sup> grade year. This structure during the 8<sup>th</sup> grade year will provide students with continuous immersion in the target language and better prepare them to be successful in Level II as 9<sup>th</sup> grade students.*

**What are the benefits of taking Level I of Spanish, French, or German in middle school?**

*The Core 40 with Academic Honors diploma requires students to earn credit for three years of one language or four years in each of two different world languages. By taking Level I in 8<sup>th</sup> grade, students who are pursuing the Academic Honors diploma are able to complete their required language courses by the end of their 10<sup>th</sup> or 11<sup>th</sup> grade year, which provides them with more elective options as an upperclassman. In addition, students who take Level I of Spanish, French, or German in 8<sup>th</sup> grade have the opportunity to take five levels of language prior to graduation, including Advanced Placement and International Baccalaureate language courses. The International Baccalaureate diploma requires five years of world language, so students who are considering an IB diploma should take Level I of Spanish, French, or German in 8<sup>th</sup> grade.*

## Business Education

*The overall objective in this curriculum area is to enable students to develop technological literacy. Students will be instructed on how to use technology, software and applications effectively to research, collaborate, and communicate information and ideas. Students will be provided relevant, engaging and skill-based instruction that addresses important 21st century skills during the course of the nine weeks for this course. In addition, traditional keyboarding skills are embedded as part of the curriculum.*

### Digital Learning I – grade 6 (required)

Students will explore creative and innovative ways to use technology in answering questions, completing projects, and solving problems while also learning how to effectively communicate those results. Students will analyze, evaluate, and use information from a variety of sources and media. Responsible and respectful digital citizenship will be demonstrated and taught while using internet resources and other technologies. Students will demonstrate keyboarding skills, an understanding of the nature and operation of technology systems, and the ability to troubleshoot when necessary. During this nine-week course, this class will provide relevant, engaging, skill-based instruction that addresses important 21<sup>st</sup> century skills.

Digital Learning I is a required course for all 6th graders at the middle level.

### Digital Learning II – grade 7 (required)

Students will apply innovative technologies to investigate real world problems through Project Based Learning. Students will demonstrate cross-curricular applications, using the fundamentals of Digital Learning 1, through independent or collaborative exploration. Emphasis on how effective communication and collaboration at a distance can foster global and cultural understanding. During this nine-week course, students will be provided with the opportunity to dig deeply into investigative practices using technology and 21st century skills.

Digital Learning II is a required course for all 7th graders at the middle level.

## Communications/Journalism

### Digital Media – Grades 6, 7 and 8

Students enrolled in Digital Media will learn to create, connect, and collaborate using visual communication. Students will combine the use of technology and content to package their ideas in ways that engage the 21<sup>st</sup> century audience. Through video, photography, graphic design, art, data analysis, and the written word, students will learn how visuals impact all forms of media. Students will develop skills in design process, storytelling, and media literacy. The course will also discuss ethics and digital citizenship. Projects will include podcasts, infographics, documentaries, photo story, public service announcements, and news broadcasts. Digital Media is designed as an introduction to skills required in many career fields, including journalism, marketing, publishing, entertainment, technology, gaming, health and education. Students may take this 9-week course multiple times per year.

### Newspaper – Grades 7 and 8

The school newspaper is produced by seventh and eighth grade students enrolled in this course. By producing this publication, students learn about photography, computer applications, proofreading and various writing styles. In addition, students discuss the effects of news media on today's society, current events, and newsworthiness and learn important life skills like organization, meeting deadlines and working in and with a team. All students in this course have an opportunity to publish their work for the entire school and its community through an all-inclusive paper printed 6-8 times per year. Students may take this course multiple times during each year.

### Yearbook – Grades 7 and 8

The school yearbook is produced by seventh and eighth grade students enrolled in this course. By producing this publication, students learn about photography, cropping, design, computer applications, proofreading, captions, headlines and various writing styles. In addition, students work with the cover of the book, surveys, and infographics and learn important life skills, such as organization, meeting deadlines, and working in and with a team. All students in this course have an opportunity to publish their work for the entire school and its community through an all-inclusive book printed at the end of the year. Students may take this course multiple times during each year.

# Music

## Performing Arts – Grade 6

6<sup>th</sup> Grade Performing Arts classes are beginning level instrumental and choral classes. These classes include Beginning Band, Beginning Orchestra, and Beginning Choir. Students will learn the fundamental techniques of playing an instrument or singing. All Performing Arts classes meet during the school day. Any student who signs up for a Performing Arts class will not take General Music.

## Performing Arts – Grade 7

7<sup>th</sup> Grade Performing Arts classes are middle school intermediate level instrumental and choral classes. These classes include Concert Band, Concert Orchestra, and Choir. Students will continue learning the fundamental techniques of playing an instrument or singing. It is recommended that students signing up for this class should have at least one year playing (band or orchestra) or singing (choir) experience but not required. All Performing Arts classes meet during the school day. Any student who signs up for a performing Arts class will not take General Music.

## Performing Arts – Grade 8

8<sup>th</sup> Grade Performing Arts classes are advanced middle school level instrumental and choral classes. These classes include Symphonic Band, Symphony Orchestra, and Choir. Students will continue learning fundamental and advanced techniques of playing an instrument or singing at the middle school level. It is recommended that students signing up for this class should have at least two years playing (band or orchestra) or singing (choir) experience but it is not required. All Performing Arts classes meet during the school day. Any student who signs up for a Performing Arts class will not take General Music.

## General Music – Grade 6 (required for non-performing arts students)

Students in general music will learn a variety of music skills related to the understanding and appreciation of music as well as elements of music technology. Students will study basic music theory and music history and perform music on electronic keyboard tone chimes or other instruments. Additionally, students will use the music technology lab to compose and create their own music.

## General Music – Grade 7

Students in general music will learn a variety of music skills related to the understanding and appreciation of music as well as elements of music technology. Students will study music theory and music history and perform music on electronic keyboards, guitars, or other instruments. Students will use the music technology lab to complete creative music projects. Projects may include composition and improvisation, creation of “soundtracks,” or other projects of a similar nature.

## General Music – Grade 8

Students in general music will learn a variety of music skills related to the understanding and appreciation of music as well as elements of music technology. Students will study music theory and music history and perform music on electronic keyboards, guitars, or other instruments. Students will use the music technology lab to complete more advanced creative music projects than in previous years. Projects may include composition and improvisation, creation of “soundtracks,” or other projects of a similar nature.

## Technology

### Computer Science 1 – Grades 7 or 8

Computer science is an interactive and collaborative introduction to the field of computer science. Students will learn programming concepts and the design process that computer scientists use daily. In this course, students will use the problem solving process to address a series of puzzles, challenges, and real world scenarios. Students will also be introduced to web page design as they learn to structure and style their own pages using HTML and CSS programming languages. As students build upon their programming experience, they'll learn to code animations, interactive, art, and games. This course is a prerequisite for Computer Science II.

### Computer Science 2 – Grades 7 or 8

Through a series of design challenges, students will learn to work in teams to develop a solution to a real world problem. While working in teams, students have the opportunity to identify a need that they care about, prototype solutions both on paper and in App Lab, and test solutions with real users to get feedback to drive further iteration. Using programs such as App Lab and hardware such as Circuit Playground, students will develop programs that utilize the same hardware inputs and outputs that you see in smart devices and learn how a simple rough prototype can lead to a finished product. Students must take Computer Science I as a prerequisite for this course.

### Technology Essentials – Grades 7 or 8

In this course, students will acquire essential digital skills as they design projects using a variety of web based tools and multimedia. Through course activities, students will discover how technology, as well as basic business concepts, can be used to formulate and promote entrepreneurial ventures. As a capstone experience, students will use creative thinking to develop a website that highlights the skills and concepts learned throughout the quarter. Students may take this course one time per year.



## Engineering and Technology Course Descriptions

### STEM Explorations: Grade 6

Students discover the many practical ways that STEM (Science, Technology, Engineering, and Math) has led to safer, healthier, and happier lives for all people. Students learn coding basics and use CAD (Computer-Aided Design) tools that promote creativity and innovation. They also have multiple opportunities to choose from a wide variety of action labs including architecture, robotics, biomedical engineering, sports medicine, flight technology, forensic science, computer graphic animation, veterinary science, structural engineering, and digital printing. Through these hands-on experiences, students immerse themselves in the design process, collaborative learning, problem-solving, and critical thinking to solve real-world challenges as well as acquire technical knowledge important for college and career readiness. This is a nine-week elective course and may be taken more than one quarter.

### STEM Design & Innovation: Grade 7 & 8

Students move toward a deeper understanding of STEM (Science, Technology, Engineering, and Math) concepts and connections as they investigate authentic problems and collaborate to plan and engineer innovative solutions. Following the design process, they research, construct, test, refine, and analyze their ideas. Students also have multiple opportunities to choose from a wide variety of action labs including architecture, robotics, biomedical engineering, sports medicine, flight technology, forensic science, computer graphic animation, veterinary science, structural engineering, and digital printing. Using a multimedia curriculum and wide variety of interactive tools and materials, students apply knowledge and skills in the context of cutting-edge and high-demand career fields. There is no pre-requisite for this nine-week elective course and it may be taken more than one quarter.

### Robotics (PLTW): Grade 8



Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

## Visual Arts

### Exploratory Art - Grade 6 (required)

In exploratory art class, students use a variety of tools and techniques to create two and three-dimensional works of art. Topics of study include drawing, design, painting and sculpture. Students study the historical background of art and its impact on ancient and modern civilizations. Art criticism, aesthetic judgment, and art careers are emphasized. The integration of other subjects, such as the sciences, humanities, technology, and music, are also an important aspect of the course. Students have the opportunity to record ideas that express personal feelings and thought processes. Creative problem solving skills and critical thinking skills are developed. Exploratory art is a required course and is only offered in 6<sup>th</sup> grade. It may only be taken one time.

### Drawing and Painting – Grade 7

Drawing and Painting 7 is a two-dimensional art course that will explore a variety of dry and wet media, including graphite, colored pencils, pastels, charcoal, markers, watercolors, tempera, and acrylic paints. Students will explore a variety of techniques to communicate themes and ideas in their work. They will develop their drawing skills by working from both flat imagery and real life objects. Students will study the historical background of drawing and painting; they will compare and contrast styles and genres of various artists. The scientific aspects of color theory and chemical composition of pigments, binders, and solvents will be explored. Creative problem solving skills related to composition will be developed. Drawing and Painting 7 is an elective course and may only be taken one time during the 7<sup>th</sup> grade.

### Mixed Media – Grades 6, 7, and 8

Mixed Media is a three-dimensional art course that will explore various combinations of media, such as found object assemblage, jewelry, fibers, printmaking, bookmaking, and ceramics. Students will explore a variety of techniques to communicate themes and ideas in their work. Students will study historical and contemporary artists who work in mixed media. Creative problem solving skills will be developed. Mixed Media is an elective course and may only be taken one time during each year.

### Drawing and Painting – Grade 8

Drawing and Painting 8 is a two-dimensional art course that emphasizes modern and contemporary art styles and themes. This course will explore a variety of dry and wet media, including graphite, colored pencils, pastels, charcoal, markers, watercolors, tempera, and acrylic paints. Students will explore a variety of techniques to communicate themes and ideas in their work. They will develop their drawing skills by working from both flat imagery and real life objects. Students will study the historical background of drawing and painting; they will compare and contrast styles and genres of various artists. The scientific aspects of color theory and chemical composition of pigments, binders, and solvents will be explored. Creative problem solving skills related to composition will be developed. There is no prerequisite for Drawing and Painting 8. Projects in Drawing and Painting 7 will be different from projects in Drawing and Painting 8. Drawing and Painting 8 is an elective course and may only be taken one time during the 8<sup>th</sup> grade.

### Ceramics & Sculpture – Grades 7 and 8

Ceramics and Sculpture is a three-dimensional art course that will explore media such as clay, plaster, wire, metal, and wood. Ceramic projects will involve modeling clay with pinching, coiling, and slab construction techniques. Surface decoration, glazing, and firing techniques will be explored in this course. Students will study historical and contemporary examples of sculptures from various cultures. The compositions of clay and glaze compounds and the chemical reaction during the firing process will be investigated. Creative problem solving skills related to the concept of form will be emphasized. Ceramics & Sculpture is an elective course, and it may only be taken one time during each year.