# 8th Grade Electives

## ARTS

### Visual Art 8
Visual Art 8 continues to expose students to techniques, materials, and art criticism, but the focus becomes more introspective as students move to develop their own level of competence and personal style. Students study the works of a variety of artists as inspiration, and learn to evaluate the effectiveness of a work of art. Students choose media and techniques in order to achieve personal and original solutions.

### Band 8
This course in instrumental music is for the more advanced band student who has successfully completed Band 6 and 7. Students must furnish their own instruments. Parents and students should realize that members enrolled in this class are expected to participate in some out-of-class performances when given adequate notice. Students are also eligible, but not required, to participate in other out-of-class events, such as All-County Band, All-District Band, and Solo and Ensemble Competition. In addition, students are expected to play music written in modest ranges which may include changes of tempo, key, and meter.

### Theatre Arts 8
While many of the goals for Theatre Arts 8 build upon the goals of previous theatre arts classes, the content, instruction, student outcomes, and methods of evaluation increase in sophistication. While analyzing and critiquing plays, students also study the history of theatre from Elizabethan to modern times. Theatre Arts 8 is a performance-based class and requires some out-of-class events.

### Mixed Chorus 8
This course is designed for students who are interested in choral music and want to improve vocal techniques. Continued emphasis is placed on developing tone quality, vocal techniques, diction, and music reading. This is a performance based class and requires some out-of- class events. In addition, the students will sing music written in modest ranges which may include changes of tempo, key, and meter.

### Orchestra 8
This instrumental music course is designed for students who have successfully completed Orchestra 6 and Orchestra 7 or similar instruction. Students must furnish their own instruments. Participation in scheduled performances is required. In addition, students are expected to play music written in modest ranges which may include changes of tempo, key, and meter.

## CAREER AND TECHNICAL EDUCATION

### Exploring Family Consumer Science Education 8 - Exploring Personal Finance and Hospitality
This course explores life skills essential for the adolescent now and in the future. Units include resource management, relationships, nutrition and wellness, childcare, and career pathways. Resource management includes decision-making, interior design, and managing a sewing project. Relationships focus on personal and social responsibilities with emphasis on the family across the life span. The focus is on developing a foundation for life management skills. Skills in applying basic academics, problem-solving, decision-making, and creative and critical thinking are reinforced in this course. This course also contributes to the development of the career development plan. Students will use modules 2, 4, and 6.

### Computer Skills and Applications 8 - Intro to Office Productivity
This middle school course is composed of instructional modules designed to provide hands-on instruction in computer concepts, and software applications. The software applications include word processing, desktop publishing, presentation software, advanced spreadsheets, and databases. English language arts and mathematics are reinforced. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### Technological Systems 8 - Exploring Technological Systems
This middle school course focuses on students' understanding how technological systems work together to solve problems and capture opportunities. As technology becomes more integrated and systems become dependent upon each other, this course gives students a general background on the different types of systems, with specific concentration on the connections between these systems. Art, English language arts, mathematics and science are reinforced. Technology Design and Innovation is recommended as preparation for this course.

### Career Decisions 8 - Exploring Business Procedures and Leadership
This middle school course grouping provides an orientation to the world of work. Emphasis is placed on self-awareness, understanding the world of work, and the career planning process. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to, communication, personal management, and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips and job shadowing. Student participation in Career and Technical Student Organization (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### Project Lead the Way (PLTW):  App Creators
This course will expose students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.  Students will customize their experience by choosing a problem that interests them from the areas of health, environment, emergency preparedness, education, community service, and school culture.

# WORLD LANGUAGE

### Spanish
At the beginning level, students start their study of the second language. The focus of the program is on the development of proficiency. To be effective the program provides sequential instruction to ensure the development of the necessary language skills. In a beginning sequence, focus is placed on the development of the listening and speaking skills first. Reading and writing are integrated later on. Students use basic language to interact with their peers about familiar topics. They are able to understand contextualized directions, commands, key words and phrases, and they can make inferences from the materials they hear or read. They rely heavily on visual cues and/or props. They are involved in short presentations including poems, songs, and other internalized materials. They gain some insights into other cultures as well as their own. They are able to apply learning strategies and processes from other disciplines and they can develop their own strategies to help them learn better. Their experience with the language is not limited to the classroom.