



"Home of the Rams"

Roton Middle School

6th, 7th, & 8th Grade COURSE CATALOG 2024-2025

201 Highland Ave
Norwalk, CT 06853

—

Phone: 203-899-2930

Fax: 203-854-4065

Norwalk Board of Education

Diana Carpio, Chairperson

Sheri McCready-Pritchett, Vice-Chairperson

Kara Nelson Baekey, Secretary

Colin Hosten

Mary Ellen Flaherty-Ludwig

Howard White

Ashley Gulyas

Samantha Pleasants

Norwalk Public Schools

Dr. Alexandra Estrella, Superintendent

Mr. Robert Pennington, Assistant Superintendent of Schools

Mrs. Sandra Faoies, Deputy Superintendent

Mr. Ralph Valenzisi, Assistant Superintendent of Digital Learning and Development

Mrs. Mary-Anne Sheppard, Executive Director for Leadership Development

Mr. Lunda Asmani, Chief Financial Officer

Ms. Alison Breedy-Johnson



Roton Middle School
201 Highland Ave.
Norwalk, Connecticut 06853
Telephone Number: 203-899-2930 Fax:203-899-2934

Edward Singleton Jr., *Principal*
Steven Santoli, *Assistant Principal*
Ricquel Pratt, *Dean of Students*

Dear Roton Middle School Students, Parents, and Families:

The Roton Middle School Course Catalog is a reliable tool to help students, parents, and families prepare for the upcoming school year. Contained within this document, you will find important information including testing information, school rubrics, guidelines, and course descriptions. As always, if you have any questions about this Catalog's contents, please contact your respective grade level school counselor.

We Are Roton, We Are Rams!

Sincerely,



Mr. Singleton



Vision Statement of Norwalk Public Schools

Norwalk Public Schools provides an excellent and equitable education in order to ensure that all students are prepared to be civically responsible, globally engaged and positive contributors to an ever-changing and diverse world. Norwalk Public Schools is building a more equitable and just world where each and every Norwalk student is prepared for all aspects of life.

Vision Statement of Roton Middle School

At Roton Middle School, WITH THE support and encouragement of our highly qualified faculty and staff members, every student is equipped to excel at our rigorous, REFLECTIVE world-class curricula, THAT IS NURTURED within our personalized and PRINCIPLED learning environment. We expect that all students will complete their middle school experience being OPEN-MINDED THINKERS, with exposure to A transformative and BALANCED curricula. THIS PREPARES our IB learner TO BE A STRONG COMMUNICATOR AND KNOWLEDGEABLE RISK TAKER for the social, civic, and technological demands of the 21st century. THIS also empowers our CARING, INQUIRING CANDIDATES to effectively compete in an ever-changing global society.



Wellness

The Norwalk Public Schools recommends that students give strong consideration in taking a well-rounded and holistic course of study keeping in mind the importance of one's social-emotional well-being. School counselors and teachers assist students and families in the subject selection process and postsecondary planning.



Course Catalog • Table of Contents

District Testing Information.....	6
PowerSchool Grade Values	7
Core Academic Grading Rubric	8
Core Academic Guidelines	9
Performance Grading Rubric.....	10
Performance Guidelines for Performance and Visual Arts	11
Physical Education Grading Rubric.....	12-13
Performance Guidelines for Physical Education	14

Grade 6

Core Academic Courses.....	15-16
Elective Courses.....	16-19

Grade 7

Core Academic Courses.....	20-21
Elective Courses.....	21-24

Grade 8

Core Academic Courses.....	25-26
Elective Courses.....	26-30

DISTRICT TESTING INFORMATION

NWEA

Northwest Evaluation Association (NWEA) or Measures of Academic Progress (MAP): This formative assessment is given to all students to determine their proficiency in reading, writing, and mathematics. It is an adaptive, computer-based assessment that is proctored in the students' classes. These scores are used to determine instruction, specifically acceleration and remediation.

SBAC

Given to all students each spring, the *Smarter Balanced Assessment Consortium* is committed to ensuring that all students leave high school prepared for postsecondary success in college and careers. In the 2014 – 2015 school year, the Smarter Balanced summative assessments aligned to Common Core State Standards in English language arts/literacy and mathematics will be administered to students. A balanced assessment system – which includes summative and interim assessments and formative assessment practices – provides tools to improve teaching and learning.

LAS LINKS

English proficiency testing of Multilingual Learners (MLLs) occurs upon registration. The test consists of 4 sections – listening, speaking, reading, and writing. All students designated as MLLs are tested each year on the LAS Links to measure progress towards English language proficiency.



Norwalk Public Schools PowerSchool Grade Values

Grade	Value	Cutoff % Round Up At
A	93-100	92.5
A-	90-92	89.5
B+	87-89	86.5
B	83-86	82.5
B-	80-82	79.5
C+	77-79	76.5
C	73-76	72.5
C-	70-72	69.5
D+	67-69	66.5
D	63-66	62.5
D-	60-62	59.5
F	0-59	0

*The grade of "A+" is not awarded.



Core Academic Grading Rubric

Learning Mastery	Scale % Range	Letter Grade	As specified by the course practice
EXEMPLARY	93-100 90-92	A A-	The student demonstrates a deep understanding of knowledge/skills and applies to new situations.
PROFICIENT	87-89 83-86 80-82	B+ B B-	The student consistently understands and applies knowledge/skills.
DEVELOPING	77-79 73-76 70-72	C+ C C-	The student inconsistently understands and applies knowledge/skills.
BELOW STANDARD	67-69 63-66 60-62	D+ D D-	The student does not yet show signs of understanding and ability to apply knowledge/skills.
INSUFFICIENT EVIDENCE	0-59	F	The student has not submitted the required amount of evidence to justify a passing level. Either whole pieces of evidence are missing or the submitted evidence is incomplete.



Core Academic Guidelines

The following guidelines are applicable to the following courses: Gifted & Talented, Health Education, Language Arts, Math, MLL, Science, Social Studies, and World Languages.		
Function	Guideline	Grade Level Specifics
Bonus Points	Not Awarded	All
Grading (see values on previous page)	Grading for accuracy, not completion (all assignments)	All
Late Penalties (No penalty for late assessments/tests/quizzes)	Teacher enters due date in PowerSchool - submission after this date is indicative of "lateness"	<u>Grade 6:</u> Not to exceed 5% off total assignment <u>Grades 7 & 8:</u> Not to exceed 10% off total assignment
Missing Assignments (in general) (must be essential for understanding the skills and curriculum)	<ol style="list-style-type: none"> 1. Teacher contacts the family with clear deadline within 1-2 days of missing work (deadline must be 10 school days from initial parent notification of missing assignment) 2. Utilize lunch/recess to complete missing assignments 3. After 10 days, missing assignments will be entered into PowerSchool as 0% and flagged as "missing" 4. After 10 school days, work will be completed in Saturday Academy. Grade of 0% will be adjusted up to 50% per teacher discretion. 	Put in 0 as placeholder and flag as "missing" in PowerSchool until made up.
Missing Assignments (due to absences)	Due upon agreement with the teacher. If a student exceeds 10 days, follow items 2-4 above.	All
Test Corrections/ Retakes	At teacher discretion	All

*NOTE: As always, PPT recommendations and 504 accommodations are in accordance with the law and individual team decisions.

Performance Grading Rubric

Learning Mastery	Scale % Range	Letter Grade	As specified by the course practice
EXEMPLARY	93-100 90-92	A A-	<ul style="list-style-type: none"> Behaviors: Attendance, attention, and effort are fully and consistently conducive to learning. Skills: Demonstrates mastery of the skill and can create, compose, or improvise further examples of its application. Knowledge/Concepts: Demonstrates a comprehensive understanding of the concept and can apply it within different contexts.
PROFICIENT	87-89 83-86 80-82	B+ B B-	<ul style="list-style-type: none"> Behaviors: Attendance, attention, and effort are near-fully and/or usually conducive to learning. Skills: Demonstrates expertise of the skill, but may be limited in its application. Knowledge/Concepts: Demonstrates a good understanding of the concept but is limited in its application.
DEVELOPING	77-79 73-76 70-72	C+ C C-	<ul style="list-style-type: none"> Behaviors: Attendance, attention, and effort are mostly and/or most often conducive to learning. Skills: Demonstrates proficiency of the skill, limited mostly by consistency. Knowledge/Concepts: Demonstrates a basic understanding of the concept but is limited by depth of understanding.
BELOW STANDARD	67-69 63-66 60-62	D+ D D-	<ul style="list-style-type: none"> Behaviors: Attendance, attention, and effort are somewhat and/or sometimes consistently conducive to learning. Skills: Demonstrates developing acquisition of the skill. Knowledge/Concepts: Demonstrates a basic understanding of the concept but is missing key details.
INSUFFICIENT EVIDENCE	0-59	F	<ul style="list-style-type: none"> Behaviors: Attendance, attention, and effort are barely and/or rarely conducive to learning. Skills: Demonstrates a lack of acquisition of the skill. Knowledge/Concepts: Demonstrates little to no understanding of the concept

Performance Guidelines For Performance and Visual Arts

The following guidelines are applicable to the following course: Art		
Task	Grading Guideline	Grade Level
Project Production	65% of Grade	All
Active Participation	35% of Grade	All

The following guidelines are applicable to the following courses: Music and Theater		
Task	Grading Guideline	Grade Level
Active Participation	65% of Grade	All
Assignments and Assessments	35% of Grade	All

*NOTE: As always, PPT recommendations and 504 accommodations are in accordance with the law and individual team decisions.



Performance Guidelines For Physical Education

Learning Mastery	Scale % Range	Letter Grade	As specified by the course practice
EXEMPLARY	93-100 90-92	A A-	<ul style="list-style-type: none"> Always arrives to class ON-TIME with proper athletic attire and footwear (sneakers) Demonstrates highly active participation throughout the entire class, self-motivated. Demonstrates and models positive behavior and attitude. Demonstrates active engagement in skill and fitness development during class. Demonstrates the ability to evaluate and assess strategies and rules associated with the game/activity
PROFICIENT	87-89 83-86 80-82	B+ B B-	<ul style="list-style-type: none"> Mostly arrives to class ON-TIME with proper athletic attire and footwear (sneakers) Demonstrates active participation in class activity, needs no encouragement. Demonstrates appropriate positive behavior and attitude. Demonstrates and understands the need for active skill acquisition and fitness development. Demonstrates an understanding of the rules and can apply them to the game/activity
DEVELOPING	77-79 73-76 70-72	C+ C C-	<ul style="list-style-type: none"> Sometimes arrives to class ON-TIME with proper athletic attire and footwear (sneakers) Demonstrates some participation in class with encouragement. Demonstrates appropriate behavior or attitude. Demonstrates some willingness and effort to improve skill and personal fitness levels. Demonstrates an understanding of the rules and the ability to follow some of them in the game/activity.

BELOW STANDARD	67-69 63-66 60-62	D+ D D-	<ul style="list-style-type: none"> • Rarely arrives to class ON-TIME with proper athletic attire and footwear (sneakers) • Demonstrates engagement in activity for only a short period of time and/or needs frequent encouragement to engage in activity. • Demonstrates appropriate behavior or attitude on an inconsistent basis. • Demonstrates limited willingness to engage in skill and fitness development. • Demonstrates limited understanding of the rules of the game/activity.
INSUFFICIENT EVIDENCE	0-59	F	<ul style="list-style-type: none"> • Never arrive to class ON-TIME with proper athletic attire and footwear (sneakers) • Demonstrates little or no participation despite encouragement. • Demonstrates poor behavior and attitude; disrupts class. • Demonstrates no willingness to improve skills or fitness levels. • Demonstrates little or no knowledge of the rules of the game/activity.



Performance Guidelines For Physical Education

The following guidelines are applicable to the following course: P.E.		
Task	Grading Guideline	Grade Level
Active Participation	50% of Grade	All
Appropriate Attire/ Footwear	50% of Grade	All

*NOTE: As always, PPT recommendations and 504 accommodations are in accordance with the law and individual team decisions.

Gum chewing and candy are strictly prohibited



Grade 6



Core Academic Courses

Language and Literature (Year 1)

English Language Arts in sixth grade features a variety of reading and writing experiences. Students will read and analyze fiction, nonfiction, and poetry. During our writing units, students will engage in the full writing process for drafting fictional narratives, feature articles, personal narratives, and argumentative essays.

Individuals and Societies

The Social Studies curriculum will encompass the study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, religion, achievements, politics, economics, social structures and other disciplines. Therefore, Social Studies is designed as a student-centered, project-based learning environment that will be utilized to help students increase higher-order thinking skills. Students will be immersed in the following ancient civilizations: Mesopotamia, Egypt, Greece, and Rome!

Science

The sixth-grade science curriculum includes a study of Ticks and Lyme Disease, Bees and Plant Reproduction, Penguins and Thermal Energy, and Destructive Weather and Climate Change. Students will do many science experiments and conduct research to gather evidence to support their scientific conclusions.

Common Core Math

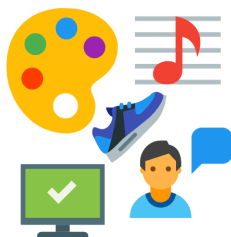
In 6th Grade Math, students follow the Illustrative Mathematic Curriculum. This is a problem-based curriculum. In the first half of the school year, students learn about and solve problems related to area, surface area, ratios, unit rates, percentages and division with fractions. In the second half of the year, students solve mathematical problems with decimal operations. In addition, they are introduced to algebraic expression and equations with variables, positive and negative integers, and data sets and distributions.

Advanced Core Math

In the advanced 6th grade math, students follow the Illustrative Mathematics Curriculum. In the first half of the year, students learn about area, ratios, rates and percentages as well as multiplication and division of fractions and decimals. In addition, students also learn about proportional relationships as well as percent increase and decrease which is introduced in grade 7.

6th Grade Gifted and Talented

Gifted and Talented is a course that builds on the learning students did in elementary school GT. All grades begin with studying identity - theirs and the identity of others. Sixth graders learn about Diversity and how it relates to the world around them. They do a mini-history project choosing a topic they are interested in. Research skills, note-taking, and project planning and building are all embedded into each unit. Students have the option to participate in the Invention Convention. The last project is an Independent Study project or Type III, where students practice like professionals to create or do something that has a target audience other than oneself. Throughout the year, students will be learning about the IB Profile and engaging in activities to develop those attributes.



Elective Courses

*** Required**

★ Health Education*

In Health Education students are taught that health includes a student's physical, emotional and social growth and development. Students in Grade 6 will cover the 6th grade State Standards curriculum which includes: the Dimension of the Health Triangle, Nutrition, The Body Systems, Drug Education, and Healthy Decision Making. This class is project-based.

★ Physical Education*

6th Grade Physical Education contains 3 main components; fitness, cooperative games, and team sports. Fitness ties into the Connecticut Physical Fitness Test and building a healthy lifestyle. Cooperative games focus on working together to accomplish tasks. Team sports are focused on skill acquisition and good sportsmanship.

Language Acquisition*

(Strongly Recommended)

★ Japanese A

Students explore the unusual reading and writing system of Japan by studying the first alphabet, hiragana. Spoken language studied includes practical set phrases and vocabulary needed by students or those visiting Japan. Geography, Japanese martial arts, calligraphy, and traditional Japanese art are among the cultural topics students discover in sixth grade. The class includes movement and brief activities that help students learn to focus their minds.

★ Chinese A

Focus on Chinese language conversation. Content includes; Unit 1: Introduction, Unit 2: Nice to Meet You, Unit 3: Are You Chinese?, Unit 4: How old are you?.

★ Spanish A

This class is designed as an introductory course for absolute beginners, and as such, will establish a strong foundation and promote future success in Spanish learning for years of study to come. The instructor will provide practice on all the lexical and grammatical items introduced in Unit 1 “Welcome to my Spanish World” and Unit 2 “Welcome to My World” of the textbook Descubre 1. The detailed practice and accompanying drills will strongly develop the four essential skills of learning Spanish: understanding, speaking, reading, and writing. This course features some interesting online activities, both in listening as well as in reading and writing activities in VHL Central Descubre 1, Spanish IXL and websites like Conjuguemos.com.

★ Native Language Spanish A

This course is for 6th-grade students whose native language is Spanish. It outlines units based on “My Life and My Heritage”. Each unit is written for one marking period, every other day instruction. Unit 1: My Family and I, Unit 2: My Family Traditions, Unit 3: A Child’s Life, Here and There, Unit 4: A Child’s Perspective on the Immigrant Experience.

★ French A

This class is designed as an introductory course for absolute beginners, and as such, will establish a strong foundation and promote future success in French learning for years of study to come. 6th grade will cover; Unit 1 Welcome to the Francophone and Unit 2 Welcome to my World

★ Japanese Movement 1 (½ Year)

Japanese movement is a social studies/ gym/ art class with a curriculum that evolves yearly. Popular Japan-related activities include: pen and ink calligraphy, postcard printmaking, drawing anime, haiku and tanka poetry, and “radio exercise” for three minutes at the start of each class. Students’ grades are based upon completed projects that typically take several class periods to complete.

★ Chinese Enrichment 1 (½ Year)

Focus on Chinese culture. Content includes; China and Chinese Culture, One Chinese word, one series. Hello China videos are introduced to support learning.

★ Band

The Roton Band program is a large group ensemble class that meets 2 to 3 times a week. During band lessons, students are grouped by grade level to perform a variety of music styles.

Students who have not joined band in elementary school also have the opportunity to begin a band instrument in 6th grade. The instruments available are: Flute, Clarinet, Alto, and Tenor Saxophone, Trumpet, French Horn, Trombone, Tuba and Percussion instruments. Finally, each band student participates in a variety of performances throughout the school year. These performances include: School concerts, parades, and field trips. For more information contact Mr. Cosutto Cosuttoc@norwalkps.org

★ Choir

Choir is a large group ensemble class that expresses individuality and celebrates community. Students improve their musicianship and music literacy through individual, small group, and full ensemble instruction. Singers practice self-reflection and apply musical concepts to repertoire from a variety of genres and styles in preparation for performances.

★ Orchestra

6th grade Orchestra is a continuation of the elementary level Strings program, for those who have begun to learn violin, viola, cello, or double bass. Students will improve their technical skills, musicianship, and music literacy through individual, small group, and full ensemble instruction. The program includes two public performances.

★ Music Appreciation (½ Year)

Listen to a wide array of musical genres and learn basic musical concepts. Students gain respect for artists' work and the music-making process.

★ Music Literacy (½ Year)

Students will learn how music tells a story through its structural and tonal elements, how to organize and display these elements, and how to use this information to evaluate the quality of a song. This course develops critical listeners and educated consumers of music.

★ Music Lab (½ Year)

This course will give students the opportunity to learn about and play varying styles of music through the ukulele. The ukulele is a four-string guitar of Hawaiian origins. They come in many different sizes but we would be using soprano ukuleles in class. Throughout the semester, we would learn basic strumming, chords, and tuning. We will also learn note reading, rhythm reading, and finger-picking. Students will practice and perform for each other in class, individually, and in groups.

★ Introduction to Design

Students will be immersed in the design process. The course is broken down into two units, introduction to technology and measurement. In the technology unit, students will learn about how much of their lives is controlled by technology. They will explore the fields of engineering and focus on one engineering career that would be of interest to them. They will learn about what technology is and about invention and innovation. They will research a technological artifact of their choice and learn about the past and present of it and then take it a step further and create a future innovation of it. For the measurement unit, students will learn and apply standard and metric forms of measurement and draw 2D images and build a 3D skimmer. They will apply these skills to repurpose a cardboard box and give it new life!

★ Digital Literacy and Design (½ Year)

This course is designed to equip students with many of the needed technology skills to excel in a digital world. Students will be exposed to a broad range of topics from digital citizenship to applications and the internet.

★ Theater Arts (½ Year)

In the Theatre elective, students will explore storytelling through performance and acting skills, theatre design, playwriting and improvisation. Students will be challenged to take risks, say "Yes, And," support one another, and use their imaginations to devise new pieces of theatre. In at least one production or sharing per semester, students will have the opportunity to choose a job that feels right for them - whether on the stage or behind the scenes - and will work as a creative ensemble to bring the stories to life in performance!

★ General Art (½ Year)

Art courses at Roton focus on a multicultural theme. Students will study art from around the world and create their own unique art inspired by the cultures we study. Students will also learn to apply the elements and principles of design to their artwork (value, contrast, balance proportion, etc.). Students will have the opportunity to explore a variety of media including pencil, colored pencil, marker, watercolor, and more. The art program's goal is to create a safe space for creative self-expression and artistic exploration. Students can take General Art any year and/or all three years at Roton. Students should only be enrolled in art one semester per year.

★ Artistically Talented- G/T Art

The artistically talented course is designed for self-motivated students with advanced art skills. This course follows the same theme as general art with deeper exploration and more refined skills. This course will also explore digital media, currently the program WeVideo. The artistically talented course runs for the whole school year and is continuing with teacher recommendations.

*Students should not be placed in both General Art and Artistically Talented.

Grade 7



Core Academic Courses

Language and Literature (Year 2)

In 7th grade ELA, students read a variety of fiction and nonfiction texts. For fiction, students start the year with a short story unit and end the year with a whole class fiction novel. For nonfiction, students read both informational and literary nonfiction (articles, essays, memoirs, etc.). Throughout the year, students complete several writing assessments, including literary analysis, photo essay, memoir, and argument essay.

Individuals and Societies

In 7th grade, social studies students will focus on the skills of a geographer by analyzing cultural migrations of people and their history through various types of maps. We also examine history through a regional lens by focusing on Latin America/Caribbean, Sub-Saharan Africa, and East/Southeast Asia.

Science

Science in the 7th grade study units that cover physical science, life science and ecology/environmental science. Students study matter and how atoms and molecules combine to make everything around us. We go on to examine organisms' interactions in ecosystems and how changes in ecosystems can have a large effect on them. Finally, we look at Earth's structure and how Earth's surface continues to change. Each unit has opportunities for students to connect the phenomena to everyday life and experiences.

Common Core Math

Students spend the first half of the year learning how to use scale drawings and proportions to represent real-life scenarios. Percentages will be used extensively to deduct sales, discounts, etc. They will investigate circles as well. In the second part of the year, students will learn how to appropriately use positives and negatives as they solve equations. Students will explore Geometric shapes, properties, and use of angles. Probability will be introduced as students determine the likelihood of events, in context.

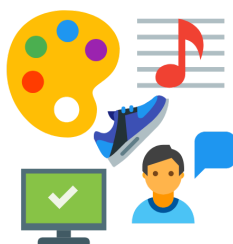
Accelerated Math

Illustrative Math is a problem-based curriculum that makes rigorous middle school math accessible for all students. Everything is sequenced for students as they tackle challenging, real-life problems. There

is time set aside for student discourse, where pairs share their strategies and work toward an answer which makes sense. In Pre-Algebra students will focus on scale drawings, inequalities, and expressions and equations and slope. Students will also grapple with using the Pythagorean Theorem, functions, volume, scientific notation and irrational numbers, which is taught in the second half of the year.

7th Grade Gifted and Talented

Gifted and Talented is a course that builds on the learning students did in elementary school GT and grade 6. All grades begin with studying identity - theirs and the identity of others - as well as perspective-taking. Seventh graders learn about Justice and how it relates to the world around them. Students participate in National History Day, choosing a topic they are interested in that addresses the yearly theme. Students complete one of five types of projects (write an essay, build a website, create a documentary, act out a performance, or create a display board/3D model). Research skills, note-taking, and project planning and building are all embedded into each unit. Students have the option to participate in the Invention Convention. The last project is an Independent Study project or Type III, where students practice like professionals to create or do something that has a target audience other than oneself. Throughout the year, students will be learning about the IB Profile and engaging in activities to develop those attributes.



Elective Courses

***Required**

★ Health Education*

In Health Education students are taught that health includes a student's physical, emotional and social growth and development. Students in Grade 6 will cover the 6th grade State Standards curriculum which includes: the Dimension of the Health Triangle, Nutrition, The Body Systems, Drug Education, and Healthy Decision Making. This class is project-based.

★ Physical Education*

Physical Education contains 3 main components; fitness, cooperative games, and team sports. Fitness ties into the Connecticut Physical Fitness Test and building a healthy lifestyle. Cooperative games focus on working together to accomplish tasks. Team sports are focused on skill acquisition and good sportsmanship.

Language Acquisition*

(Strongly Recommended)

★ Japanese B

Students continue to learn to read and write the hiragana alphabet. The spoken language studied includes such topics as family, food, and drink, and school culture. Japanese culinary basics, family-related holidays, and a visit with seventh-grade students from Japan at Greenwich Japanese School are among the culture-related activities in seventh grade. The class includes movement as well as brief activities that help students learn to focus their minds.

★ Chinese B

Focus on Chinese language conversation. Content includes; Unit 5: This is how we became friends, Unit 6 Welcome to my home, Unit 7 Let us go shopping.

★ Spanish B

This class is designed as an introductory course for students who have taken Spanish A. The instructor will provide practice on all the lexical and grammatical items introduced in Unit 3 “Let’s Go Out/Let’s Have Fun” of the textbook Descubre 1. The detailed practice and accompanying drills will strongly develop the four essential skills of learning Spanish: understanding, speaking, reading, and writing. This course features some interesting online activities, both in listening as well as in reading and writing activities in VHL Central Descubre 1, Spanish IXL and websites like Conjuguemos.com.

★ Native Language Spanish B

This course is for 7th-grade students whose native language is Spanish. It outlines units based on “Latin America: A Synthesis of Cultures”. Each unit is written for one marking period, every other day instruction. This unit was written to coincide with the 7th grade Social Studies curriculum. Unit 1: Ancient Pre-Columbian Civilizations of Latin America, Unit 2: Myths and Religion, Unit 3: The Spanish Conquest of Latin America, Unit 4: Modern Day Issues.

★ French B

This class is designed as a continuation course for those who took French A. Students will build on the foundation they have established and the course will promote future success in French learning for years of study to come. 7th grade content will cover; Unit 3 Let’s Go Out! and Unit 4 Let’s Play!

★ Japanese Movement 2 (½ Year)

Japanese movement is a social studies/ gym/ art class with a curriculum that evolves yearly. Popular Japan-related activities include: pen and ink calligraphy, postcard printmaking, drawing anime, haiku and tanka poetry, and “radio exercise” for three minutes at the start of each class. Students’ grades are based upon completed projects that typically take several class periods to complete.

★ Chinese Enrichment 2 (½ Year)

Focus on Chinese culture. Content includes; Ancient China Histories: Economic, Political, Cultural, Influences, Religion, Philosophers. Ancient.edu resource explored.

★ Choir

Choir is a large group ensemble class that expresses individuality and celebrates community. Students improve their musicianship and music literacy through individual, small group, and full ensemble instruction. Singers practice self-reflection and apply musical concepts to repertoire from a variety of genres and styles in preparation for performances. Beginners are welcome upon consultation with the choir director.

★ Band

The Roton Band program is a large group ensemble class that meets 2 to 3 times a week. During band lessons, students are grouped by grade level to perform a variety of music styles. The instruments available are: Flute, Clarinet, Alto, Tenor Saxophone, Trumpet, French Horn, Trombone, Tuba, and Percussion instruments. Finally, each band student participates in a variety of performances throughout the school year. These performances include: School concerts, parades, and field trips. For more information contact Mr. Cosutto Cosuttoc@norwalkps.org

★ Orchestra

Orchestra in 7th grade is a continuation for those who have learned to play the violin, viola, cello, or double bass. Students will improve their technical skills, musicianship, and music literacy through individual, small group, and full ensemble instruction. The program includes two public performances.

★ World Music (½ Year)

Explore music from different countries and develop cultural proficiency. Topics include learning about the application of music from different contexts, and traditional music and instruments from around the world.

★ Music Composition (½ Year)

Students will learn the basics of music notation and its relationship to the patterns and meaning within language. This course develops more expressive communicators, both in music composition and in writing.

★ Music and Media (½ Year)

This course will focus on teaching students what to listen for and how to understand what they are hearing in different types of music. This course would also include information about the composers, the instruments and ensembles, and the different styles of music from an era (example- The effects of Harlem Renaissance music on today's pop artists, etc.).

★ Media Literacy (½ Year)

This course is designed to help students develop an informed understanding of different types of technology and media (Streaming, social media, videos, etc.). Students will be exposed to the

complexities of media literacy and the methods of analysis necessary to interpret media content. They will also have the opportunity to responsibly create different types of media.

★ Introduction to Design

Students will be immersed in the design process. The course is broken down into two units, introduction to technology and measurement. In the technology unit, students will learn about how much of their lives is controlled by technology. They will explore the fields of engineering and focus on one engineering career that would be of interest to them. They will learn about what technology is and about invention and innovation. They will research a technological artifact of their choice and learn about the past and present of it and then take it a step further and create a future innovation of it. For the measurement unit, students will learn and apply standard and metric forms of measurement and draw 2D images and build a 3D skimmer. They will apply these skills to repurpose a cardboard box and give it new life!

★ Theater Arts (½ Year)

In the Theatre elective, students will explore storytelling through performance and acting skills, theatre design, playwriting, and improvisation. Students will be challenged to take risks, say "Yes, And," support one another, and use their imaginations to devise new pieces of theatre. In at least one production or sharing per semester, students will have the opportunity to choose a job that feels right for them - whether on the stage or behind the scenes - and will work as a creative ensemble to bring the stories to life in performance

★ General Art (½ Year)

Art courses at Roton focus on a multicultural theme. Students will study art from around the world and create their own unique art inspired by the cultures we study. Students will also learn to apply the elements and principles of design to their artwork (value, contrast, balance proportion, etc.). Students will have the opportunity to explore a variety of media including pencil, colored pencil, marker, watercolor, and more. The art program's goal is to create a safe space for creative self-expression and artistic exploration. Students can take General Art any year and/or all three years at Roton. Students should only be enrolled in art for one semester per year.

★ Artistically Talented- G/T Art

The artistically talented course is designed for self-motivated students with advanced art skills. This course follows the same theme as general art with deeper exploration and more refined skills. This course will also explore digital media, currently the program WeVideo. The artistically talented course runs for the whole school year and is continuing with teacher recommendations.

*Students should not be placed in both General Art and Artistically Talented.



Grade 8



Core Academic Courses

Language and Literature (Year 3)

In 8th-grade ELA, students will build off of the skills developed in grades 6 & 7 (i.e writing a summary, identifying theme, determining the central idea of a text, etc.). Over the course of the academic year, they will read a diverse selection of texts and follow the writing process to reinforce their learning. Over the course of the school year, 8th-grade students will engage in the following writing assignments: personal narrative, research report, argument essay and literary essay.

Individuals and Societies

8th-grade social studies focus is on U.S History. Students will view the origins of the United States as they look at life from Colonial America, through the Industrial Revolution and the industrial age in a post-Civil War society. There is a great emphasis on the creation of our American Government as we look at the origins of the American Constitution as well.

Science

Eighth grade NGSS science includes four units of study. In the first unit, students explore Newton's laws of forces and motion, mass and energy transfer, and basic physics. This unit also explores protective barriers and how they are used in different situations. In the second unit, students learn about waves, including sound and light waves, the visible color spectrum, the electromagnetic spectrum, and analog and digital waves. In the third unit, students learn about Jurassic Park, genetics, genetic engineering, evolution, and the fossil record. The fourth unit has students explore what it takes to live on Mars. They learn about the universe, our solar system, the sun, Earth and space science, the moon, and mars.. Each of the four units includes labs where students participate in hands-on activities that enhance their learning of the science concepts. The NGSS final exam is given to 8th-grade students. Preparation includes the 6th, 7th, and 8th-grade NGSS science curriculum, practice exam questions,

and a practice test.

Pre Algebra

The Pre-Algebra Kendall Hunt Illustrative Mathematics curriculum prepares students for Algebra 1 in high school. Students will learn about linear relationships, linear equations, systems of equations as well as the pythagorean theorem, and associations in data. Other topics include rigid transformations and congruence, dilations, similarity, slope, and scientific notation.

Algebra 1

Students will use the Kendall Hunt Illustrative Mathematics program. Topics include: one and two variable statistics, functions, and more specifically exponential and quadratic functions, as well as linear equations, inequalities, system of equations and quadratics equations.

8th Grade Gifted and Talented

Gifted and Talented is a course that builds on the learning students did in elementary school GT and grades 6 and 7. All grades begin with studying identity - theirs and the identity of others. Eighth graders learn about Social Action and how it relates to and affects students their age. Students participate in a competition of their choice, including but not limited to the Invention Convention, National History Day, World of 7 Billion, and the CT Writing Project. Research skills, note-taking, project planning and building and presentation skills are all embedded into each unit. The final project is an Independent Study project or Type III (think Capstone), where students practice like professionals to create or do something that has a target audience other than oneself. Throughout the year, students will be learning about the IB Profile and engaging in activities to develop those attributes.

Elective Courses

***Required**

★ Health Education*

In Health Education students are taught that health includes a student's physical, emotional and social growth and development. Students in Grade 6 will cover the 6th grade State Standards curriculum which includes: the Dimension of the Health Triangle, Nutrition, The Body Systems, Drug Education, and Healthy Decision Making. This class is project-based.

★ Physical Education*

Physical Education contains 3 main components; fitness, cooperative games, and team sports. Fitness ties into the Connecticut Physical Fitness Test and building a healthy lifestyle. Cooperative games

focus on working together to accomplish tasks. Team sports are focused on skill acquisition and good sportsmanship.

Language Acquisition* (Strongly Recommended)

★ Japanese C

Students continue to read and write the *hiragana* alphabet. Students who grow proficient and *hiragana* may start to learn the second alphabet, *katakana*. The spoken language studied includes describing people and daily home and school schedules. Traditional Japanese music, modern US/Japan history, and a seven-to-ten day homestay study tour in Japan are among the culture-related activities in eighth grade. The class includes movement as well as brief activities that help students learn to focus their minds.

★ Chinese C

Focus on Chinese language conversation. Content includes; Unit 8: Goodbye meal, Unit 9: How is your new school and Unit 10: Goodbye my Roton.

★ Spanish C

This class is designed as an introductory course for students who have taken Spanish B. The instructor will provide practice on all lexical and grammatical items in Unit 5 “Let’s Go to Eat ” and Unit 6 “Let’s eat out and let’s go shopping!” of the textbook Decubre 1. The detailed practice and accompanying drills of learning Spanish: speaking, reading, and writing. This course features some interesting online activities, both in listening as well as in reading and writing activities in VHL Central Descubre 1, Spanish IXL and websites like Conjuguemos.com.



★ Native Language Spanish C

This course is for 8th-grade students whose native language is Spanish. It outlines units based on “Hispanic/Latino Voices and Choices”. This course is taught every day, units are written for a full semester. Units covered include; Education and Personal and Cultural Identity: Childhood, Adolescence, Family, and Traditions. Unit 1: My life My Heritage: Families and Communities, Unit 2: Culture and Traditions: Personal and Public Identity, Unit 3: My Life After the Bell: Contemporary Student Life, Unit 4: Education: The Key to Success. (High School units are different so that students repeating level 1 and those coming out of previous interventions do not do the same units at High School level.)

★ French C

This class is designed as a continuation course for those who took French B. Students will build on the foundation they have established and the course will promote future success in French learning for years of study to come. 8th-grade content will cover; Unit 5 Let’s Eat! and Unit 6 Let’s Go Shopping!

★ Japanese Movement 3 (½ Year)

Japanese movement is a social studies/ gym/ art class with a curriculum that evolves yearly. Popular Japan-related activities include: pen and ink calligraphy, postcard printmaking, drawing anime,

haiku and tanka poetry, and “radio exercise” for three minutes at the start of each class. Students’ grades are based upon completed projects that typically take several class periods to complete.

★ Chinese Enrichment 3 (½ Year)

Focus on Chinese culture. Content includes; Travel in China Cities: Geography, History, Economics, Political, Culture, Food and Attractions. Chinahighlights resources used.

★ Choir

Choir is a large group ensemble class that expresses individuality and celebrates community. Students improve their musicianship and music literacy through individual, small group, and full ensemble instruction. Singers practice self-reflection and apply musical concepts to repertoire from a variety of genres and styles in preparation for performances. Beginners are welcome upon consultation with the choir director. Beginners are welcome upon consultation with the choir director.

★ Band

The Roton Band program is a large group ensemble class that meets 2 to 3 times a week. During band lessons, students are grouped by grade level to perform a variety of music styles. Students who have not joined band in elementary school, 6th grade or in 7th grade also have the opportunity. The instruments available are: Flute, Clarinet, Alto, Tenor Saxophone, Trumpet, French Horn, Trombone, Tuba, and Percussion instruments. Finally, each band student participates in a variety of performances throughout the school year. These performances include: School concerts, parades, and field trips. For more information contact Mr. Cosutto Cosuttoc@norwalkps.org

★ Orchestra

Orchestra in 8th grade is a continuation for those who have learned to play violin, viola, cello, or double bass. Students will improve their technical skills, musicianship, and music literacy through individual, small group, and full ensemble instruction. The program includes two public performances as well as preparation for the All-City Middle School Honors Orchestra and the West Side Orchestra Festival. Beginners must consult with the instructor prior to enrolling.

★ Keyboard (½ Year)

This class will give students the opportunity to learn about and play varying styles of music through the keyboard. Throughout the semester, students will learn basic music theory and keyboard playing skills. Students will practice and perform for each other in class, individually, and in groups.

★ Music Elements (½ Year)

Students will learn to listen actively and critically to music. Active listening refers to making a conscious effort to hear and identify elements within music (‘listening for’, not just ‘listening to’). This course focuses on the student’s ability to make informed statements and judgements about music.

★ Music Technology (½ Year)

Students will learn how technology is used to record, edit, and process music. This course introduces audio engineering and mixing. It also explores the subject of copyright and fair use.

★ News Literacy (½ year)

This course is designed to help students develop critical thinking skills in order to judge the reliability and credibility of information, whether it comes via print, television or the Internet. They will also have the opportunity to responsibly create different types of news media.

★ Introduction to Design

Students will be immersed in the design process. The course is broken down into two units, introduction to technology and measurement. In the technology unit, students will learn about how much of their lives is controlled by technology. They will explore the fields of engineering and focus on one engineering career that would be of interest to them. They will learn about what technology is and about invention and innovation. They will research a technological artifact of their choice and learn about the past and present of it and then take it a step further and create a future innovation of it. For the measurement unit, students will learn and apply standard and metric forms of measurement and draw 2D images and build a 3D skimmer. They will apply these skills to repurpose a cardboard box and give it new life!

★ Digital Design (½ Year)

The course is an introduction to digital design technology. Students will develop skills from computer-aided design to robotics and engineering skills covering topics such as coding, computing, and prototyping.

★ Theater Arts (½ Year)

In the Theatre elective, students will explore storytelling through performance and acting skills, theatre design, playwriting and improvisation. Students will be challenged to take risks, say "Yes, And," support one another, and use their imaginations to devise new pieces of theatre. In at least one production or sharing per semester, students will have the opportunity to choose a job that feels right for them - whether on the stage or behind the scenes - and will work as a creative ensemble to bring the stories to life in performance!

★ General Art (½ Year)

Art courses at Roton focus on a multicultural theme. Students will study art from around the world and create their own unique art inspired by the cultures we study. Students will also learn to apply the elements and principles of design to their artwork (value, contrast, balance proportion, etc.). Students will have the opportunity to explore a variety of media including pencil, colored pencil, marker, watercolor, and more. The art program's goal is to create a safe space for creative self-expression and artistic exploration. Students can take General Art any year and/or all three years at Roton. Students should only be enrolled in art one semester per year.

★ Artistically Talented - G/T Art

The artistically talented course is designed for self-motivated students with advanced art skills. This course follows the same theme as general art with deeper exploration and more refined skills. This course will also explore digital media, currently the program WeVideo. The artistically talented course runs for the whole school year and is continuing with teacher recommendation.

*Students should not be placed in both General Art and Artistically Talented.

