

WESTCHESTER

MIDDLE SCHOOL



2024-2025 COURSE DESCRIPTION GUIDE

Table of Contents

Subject **Page(s)**

Art	2
Project Lead the Way (PLTW)	2-3
English	3-4
Family and Consumer Sciences	5
World Languages	5-7
Mathematics	7-8
Music	8-9
Physical Education	9
Health	10
Science	11-12
Social Studies	12
English and Math Foundations	13
Mission Statement and School Info	14

ART

ART		
COURSE	7 TH	8 TH
Art	•	•
Advanced Art	•	•

ART:

Semester class

Visual Art, Middle Level is based on the Indiana Academic Standards for Visual Arts. Students in the middle-level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. Through self-reflection, including dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students continue to utilize their art knowledge and skills to make connections across the curriculum, study career options identify skills required for each career, and use arts community resources, identifying ways to utilize and support the arts community. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

Project Lead the Way (PLTW)

BUSINESS		
COURSE	7 TH	8 TH
Project Lead the Way 7 (PLTW 7)	•	
Project Lead the Way 8 (PLTW 8)		•

Project Lead the Way 7 (PLTW 7):

Semester class

Engineering and Technology Education, Middle Level provides students with hands-on, problem-based learning opportunities to develop, produce, use, and assess products related to engineering and technology. Students additionally develop individual and teamwork skills to participate in society and the workplace. The four domains included in these standards are general engineering and technology concepts, engineering design and development, producing and using technology, and technology careers. Activities should focus on content related to engineering and technology as a body of knowledge, using resources and actions to: (1) apply engineering design, (2) use processes to produce artifacts and systems, (3) used devices tools and systems safely and appropriately, (4) and assess impacts on society and the environment. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development. The area of focus will be on Automation & Robotics.

Project Lead the Way 8 (PLTW 8):

Semester class

Engineering and Technology Education, Middle Level provides students with hands-on, problem-based learning opportunities to develop, produce, use, and assess products related to engineering and technology. Students additionally develop individual and teamwork skills to participate in society and the workplace. The four domains included in these standards are general engineering and technology concepts, engineering design and development, producing and using technology, and technology careers. Activities should focus on

content related to engineering and technology as a body of knowledge, using resources and actions to (1) apply engineering design, (2) use processes to produce artifacts and systems, (3) use devices tools, and systems safely and appropriately, (4) and assess impacts on society and the environment. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development. The area of focus will be on App Creation.

ENGLISH

ENGLISH		
COURSE	7 th	8 th
English	•	•
Honors English	•	•

ENGLISH 7:

Year class

Language Arts, Grade 7, based on Indiana’s Academic Standards for English/Language Arts, is integrated instruction emphasizing reading, writing, speaking, and listening in interest- and age-appropriate content. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students develop advanced skills and strategies in language. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver argumentative presentations that state a clear position in support of an argument or proposal. Students also listen to literature read aloud to them and write independently for enjoyment.

HONORS ENGLISH 7:

Year class

Language Arts, Grade 7, based on Indiana’s Academic Standards for English/Language Arts, is integrated instruction emphasizing reading, writing, speaking, and listening in interest- and age-appropriate content. The Indiana High Ability Standards are integrated into the instruction. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students develop advanced skills and strategies in language. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of sources. They use a variety of sentence structures and modifiers to

express their thoughts. They deliver argumentative presentations that state a clear position in support of an argument or proposal. Students also listen to literature read aloud to them and write independently for enjoyment. The Advanced English 7 curriculum follows the Indiana Academic Standards for English/Language Arts Grade 7, with the following additional course considerations: faster pace, greater depth in literature, supplemental materials, less grammar review, more writing/presenting, and some use of alternate novels.

Pre-requisites: 88% or higher on Spring NWEA English Percentile Ranking, English Class Grades, English Class Final Exams

ENGLISH 8:

Year class

Language Arts, Grade 8, based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students begin to study the history and development of English vocabulary. They begin to compare different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students get ready for the language challenges of high school materials. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality- based experiences, multimedia presentations, and classroom or group experiences. They not only write or deliver research reports but also conduct their own research. They use subordination, coordination, noun phrases and other devices of English language conventions to indicate clearly the relationship between ideas. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience. Students also listen to literature read aloud to them and write independently for enjoyment.

HONORS ENGLISH 8:

Year class

Language Arts, Grade 8, based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students begin to study the history and development of English vocabulary. They begin to compare different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students get ready for the language challenges of high school materials. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality- based experiences, multimedia presentations, and classroom or group experiences. They not only write or deliver research reports but also conduct their own research. They use subordination, coordination, noun phrases, and other devices of English language conventions to indicate clearly the relationship between ideas. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience. Students also listen to literature read aloud to them and write independently for enjoyment. The Advanced English 8 curriculum follows the Indiana Academic Standards for English/Language Arts Grade 8, with the following additional course considerations: faster pace, greater depth in literature, supplemental materials, less grammar review, more writing/presenting, and some use of alternate novels.

Pre-requisites: 88% or higher on Spring NWEA English Percentile Ranking, English Class Grades, English Class Final Exams

FAMILY AND CONSUMER SCIENCES

FAMILY AND CONSUMER SCIENCES		
COURSE	7 th	8 th
Intro to College and Careers	•	
College and Careers		•

INTRO TO COLLEGE AND CAREERS:

Semester class

Introduction to College and Careers provides a sampling of the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. Students will be introduced to Naviance, a career readiness software provider that partners with K-12 institutions to provide students with college planning and career assessment tools.

COLLEGE AND CAREERS:

Semester class/1.0 Credit (High School)

College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first-century life and career skills; higher-order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios.

WORLD LANGUAGES

WORLD LANGUAGES		
COURSE	7 th	8 th
Exploring World Languages	•	
French 1		•
German 1		•
Japanese 1		•
Spanish 1		•

EXPLORING WORLD LANGUAGES:

Semester class

Introduction to World Languages provides a sampling of world languages and cultures for students who have not had a prior opportunity for world language learning. Typical objectives include the development of basic linguistic and cultural awareness, learning basic words and phrases in world languages, development of listening skills, and development of an interest in world languages for future study, with specific emphasis on the world languages offered at CMS. Introduction to World Languages is not a sequential program and does not lead to the development of communicative proficiency in a world language.

FRENCH 1:**Year class/2.0 Credits (High School)**

French I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning French language learning, and to various aspects of French-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products, and perspectives of French-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding the French language and culture outside of the classroom.

Pre-requisites: 80% (B-) or better in English Class

GERMAN 1:**Year class/2.0 Credits (High School)**

German I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning German language learning, and to various aspects of German-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products, and perspectives of German-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding the German language and culture outside of the classroom.

Pre-requisites: 80% (B-) or better in English Class

JAPANESE 1:**Year class/2.0 Credits (High School)**

Japanese I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Japanese language learning, and to various aspects of Japanese-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products, and perspectives of Japanese-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding the Japanese language and culture outside of the classroom.

Pre-requisites: 80% (B-) or better in English Class

SPANISH 1:**Year class/2.0 Credits (High School)**

Spanish I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes developing reading and listening comprehension skills,

such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products, and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and identify and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding the Spanish language and culture outside of the classroom.

Pre-requisites: 80% (B-) or better in English Class

MATHEMATICS

MATHEMATICS		
COURSE	7th	8th
Math 7	•	
Honors Math 7	•	
Math 8		•
Algebra I Honors		•

MATH 7:

Year class

Mathematics, Grade 7 standards comprise 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 7 should know and be able to do in Mathematics. Grade 7 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Grade 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. Using the Process Standards for Mathematics in a planned and deliberate method to present the Mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated into the teaching of this subject with the expectation of a continuum of reading and writing skills development.

HONORS MATH 7:

Year class

A high ability Math class that integrates curriculum from Math 7 standards, as well as introductory Algebra topics and concepts, taught at an accelerated pace.

Pre-requisites: 80% or higher on Spring NWEA Math Percentile Ranking, Math Class Grades, Math Class Final Exams

MATH 8:

Year class

Mathematics, Grade 8 standards are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics. Grade 8 continues the trajectory toward a more formalized understanding of mathematics that occurs at the high school level that was started in Grades 6 and 7. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions;

define, evaluate, compare, and model with functions; build an understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. Using the Process Standards for Mathematics in a planned and deliberate method to present the Mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated into the teaching of this subject with the expectation of a continuum of reading and writing skills development.

ALGEBRA I HONORS:

Year class/2.0 Credits w/Weighted Grade (High School)

Algebra I formalizes and extends the mathematics students learn in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. In addition to Algebra I standards, the 8th-grade geometry, data analysis, statistics, and probability standards will be added to the curriculum.

Pre-requisites: 90% or higher on Spring NWEA Math Percentile Ranking, 80-89% on Spring NWEA Math Percentile Ranking, Math Class Grades, Math Class Final Exams

MUSIC

PERFORMANCE MUSIC		
COURSE	7th	8th
Band	•	•
Bass Choir (Boys)	•	•
Treble Choir (Girls)	•	•
Orchestra	•	•

BAND/ORCHESTRA:

Year class

Instrumental Music, Middle Level is based on the Indiana Academic Standards for Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by beginning or continuing to play an instrument. The instrumental classes provide instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop basic elements of musicianship including tone production, technical skills, and intonation. Activities include improvising; composing; reading, notating, and sight-reading music; listening; analyzing; evaluating; and experiencing historically significant styles of literature. Students are given opportunities to participate in performances outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

TREBLE CHOIR/BASS CHOIR:

Year class

Vocal Music, Middle Level is based on the Indiana Academic Standards for Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, technical skills, and intonation. Activities and experiences include improvising and composing music; listening to, analyzing, and evaluating music; and performing vocal literature of various styles, historical periods, and world cultures. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated into the teaching of this subject with the expectation of a continuum of reading and writing skills development.

PHYSICAL EDUCATION

PHYSICAL EDUCATION		
COURSE	7 th	8 th
P.E.	•	•

P.E. 7:

Semester class

Physical Education in Grade 7 is based on the Indiana Academic Standards for Physical Education. Students in Grade 7 physical education continue to refine complex combinations of movement in selected sports and activities. They apply more advanced strategies in physical activities and try new sports and lifetime physical activities. The focus is on meeting challenges and making decisions in the context of expanded personal responsibility. They continue to expand their knowledge of rules and strategies, sportsmanship, and cooperative skills as well as fitness concepts and the benefits of health-related fitness. Ongoing assessment includes both written and performance-based skill evaluations. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

P.E. 8:

Semester class

Physical Education in Grade 8 based on the Indiana Academic Standards for Physical Education. Students in Grade 8 physical education further refine complex motor skills and competencies in selected individual and dual lifetime physical activities, team sports, adventure, and activities. Students work toward achieving competence in increasingly complex physical activity contexts. They learn to apply interdisciplinary knowledge (e.g., anatomy, physics) to activity settings and focus on working as a team to solve problems. Students develop plans to enhance their health-related physical fitness and participate in vigorous activities linked to their skills and levels of fitness. Physical activity is used as a venue for self-expression and for developing positive relationships. Ongoing assessment includes both written and performance-based skill evaluations. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated into the teaching of this subject with the expectation of a continuum of reading and writing skills development.

HEALTH

HEALTH		
COURSE	7 th	8 th
Health	•	•

HEALTH 7:

Semester class

Health and Wellness, Grade 7 provides for the continued development of attitudes and behaviors related to becoming a health-literate individual as part of a planned, sequential, comprehensive health education curriculum that uses the Indiana Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade seven, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. These may include decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity; mental health; alcohol, tobacco, and other drug use; and family life and human sexuality are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

HEALTH 8:

Semester class

Health and Wellness, Grade 8 provides for the continued development of attitudes and behaviors related to becoming a health-literate individual as part of a planned, sequential, comprehensive health education curriculum that uses the Indiana Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade eight, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. Students apply health education concepts and health literacy skills, e.g., practicing interpersonal communications that promote health; analyzing positive and negative, internal and external influences on health decisions; and demonstrating self-care practices in managing personal daily activities. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity; mental health; alcohol, tobacco, and other drug use; and family life are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

SCIENCE

SCIENCE		
COURSE	7 th	8 th
Science 7	•	
Honors Science 7	•	
Science 8		•
Biology I Honors		•

SCIENCE 7:

Year class

Students in Grade 7 understand that energy cannot be created or destroyed, but only changed from one form into another or transferred from place to place. They understand energy in relationship to solids, liquids, gasses, and heat transfer. They describe how earth processes have shaped the topography of the earth and have made it possible to measure geological time. They understand the natural processes of the earth and how it is constantly changing. They understand the cellular structure of living organisms, from single-celled to multicellular. The science and engineering processes as well as engineering opportunities are integrated with content throughout the course. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

HONORS SCIENCE 7:

Year class

Advanced Science, Grade 7: Students will be exposed to a faster-paced blended learning environment of 7th and 8th grade Indiana Academic Standards. Students will gain an understanding of matter regarding atoms and bonding, as well as the periodic table of elements. Students will also deal with chemical reactions and equations. An in-depth understanding of motion and energy will be obtained along with knowledge of cells, heredity, DNA, and human genetics. This class is to prepare students for the potential of Biology or Advanced Biology in 8th grade. Along with the current academic standards for 7th and 8th grade, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

Pre-requisites: 80% or higher on Spring NWEA Math Percentile Ranking, teacher recommendation

SCIENCE 8:

Year class

Students in Grade 8 understand how atomic structure determines chemical properties and how atoms and molecules interact. They explain how the water cycle and air movement are caused by differential heating of air, land, and water and how these affect weather and climate. They understand that natural and human events change the environmental conditions on the earth. They understand the predictability of characteristics being passed from parent to offspring and how a particular environment selects traits that increase survival and reproduction by individuals bearing those traits. Students evaluate the evidence of evolution and relationships/categorization among organisms. The science and engineering processes as well as engineering opportunities are integrated with content throughout the course. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

BIOLOGY I HONORS:**Year class/ 2.0 Credits (High School)**

Biology I is a course based on the following core topics: cellular structure and function; matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Pre-requisites: 80-89% on Spring NWEA Math Percentile Ranking, teacher recommendation

BIOLOGY I HONORS:**Year class/2.0 Credits w/Weighted Grade (High School)**

Biology I Honors is a comprehensive study of living things and their adaptations for survival. Activities include self-paced individualized instruction with guidance and emphasis on higher-order thinking skills. Out-of-class time required: 2-3 hours per week. Evaluation is determined by mastery of material as demonstrated by testing and verbal interaction with instructors, various assignments, and projects.

Pre-requisites: 90% or higher on Spring NWEA Math Percentile Ranking, teacher recommendation

SOCIAL STUDIES

SOCIAL STUDIES		
COURSE	7th	8th
World Geography	•	
U.S. History		•

WORLD GEOGRAPHY:**Year class**

Students in Grade 7 explore 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. Learning experiences for seventh-grade students should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide a greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues, and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

U.S. HISTORY:**Year class**

Students in Grade 8 focus on United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction. Students examine major themes, issues, events, movements, and figures in United States history through the Reconstruction Period (1877) and explore relationships to modern issues and current events. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

ENGLISH AND MATH FOUNDATIONS

REMEDICATION		
COURSE	7 th	8 th
English Foundations	•	•
Math Foundations	•	•

ENGLISH FOUNDATIONS:

Year class

English Fundamentals is for students who qualify based on data points and previous grades. Instructors will utilize a variety of strategies to foster growth and improve student performance within the students' identified targeted, skill-deficient areas in reading comprehension, grammar, and/or writing.

Pre-requisites: NWEA scores, ILEARN scores

MATH FOUNDATIONS:

Year class

Mathematics Fundamentals is for students who qualify based on data points and previous grades. Instructors will utilize a variety of strategies to foster growth and improve student performance within the students' identified targeted, skill-deficient areas in number sense, computation, Algebra and functions, geometry and measurement, data analysis and statistics & probability, and mathematical processes.

Pre-requisites: NWEA scores, ILEARN scores

Mission Statement

At Westchester Middle School, we empower students to excel by fostering a collaborative environment dedicated to achieving tangible results, providing unwavering support for the growth of every student.

Vision Statement

At Westchester Middle School, we foster success through collaboration, support, and a nurturing environment, preparing every child for a bright future



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