

Hardin Middle School

8th Grade Course Descriptions 2024-2025



Core & Required Classes for 8th Grade

MATH 8

This is a yearlong course. Students study in a rigorous mathematics class with high expectations. Topics covered include a preview of algebra, properties of real numbers, signed numbers, solving equations and inequalities, graphs, slope, formulas, functions, systems of equations, exponents, sentences, radicals, polynomials, factoring, proportions, rational equations, and quadratics.

ALGEBRA 1:

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the earlier grades. Students will explore many examples of functions, compare key characteristics of these functions, and translate between graphical, numerical, and symbolic representations of them. They will create and solve equations and inequalities, and systems of equations involving linear and quadratic expressions, extend the laws of exponents to rational exponents and compare/contrast linear and exponential functions.

Accelerated Math 7 is a prerequisite for this course.

ENGLISH LANGUAGE ARTS (ELA)

In this course, Hardin Middle School students will acquire the literacy skills necessary to be thoughtful global citizens in the 21st Century. We are committed to fostering compassion, empathy, problem-solving, and creativity by providing opportunities for students to collaborate, communicate, and think critically. To accomplish this work, we will expose students to a variety of relevant and rigorous texts/media that also offer diverse perspectives of the human experience. Students will express their ideas through writing and academic discourse.

U.S. HISTORY

The creation of the United States from colonial times through the Reconstruction era will be explored, with an emphasis on our rights and responsibilities as American citizens. The course will include a study of Indigenous Peoples, Colonization, the Pre-Revolutionary period, the Revolutionary War, the Constitution, and problems facing our young nation.

EARTH SCIENCE

This course seeks to understand the Earth and its neighbors in space. The main purpose of Earth Science is to introduce students to the Earth and the intricate workings of our Earth's systems. Weather and earth's atmosphere, Earth's changing surface, rocks and minerals, environmental issues, and astronomy are all covered as part of this class.

PHYSICAL EDUCATION

The Physical Education Middle School program consists of various team sports, individual sports, and fitness-related games. Participation, sportsmanship, skill development, and team building are the major components of these activities. Lifetime wellness concepts are included to enable students to make informed decisions regarding their own personal health.

HEALTH

The Health Education Middle School program works to teach and provide organized, sequential, health instruction so that students will develop and learn the necessary skills and knowledge to choose a healthy lifestyle of personal health, safety, and wellness.

ACADEMIC LAB

Every student is purposefully placed in Academic Lab based on the review of MAP and Galileo scores. During this time Leader in Me concepts are taught and reinforced throughout the school year.

Remedial Coursework

READING

Students who are identified as needing extra support in Reading may be enrolled in this class. During the class, students will receive extra help to strengthen skills and knowledge in the core areas. This placement will be determined based on MAP scores, Galileo scores, summative course assessment scores, and teacher recommendations. Not all 8th graders will be required to enroll in this class.

MATH STRATEGIES I

Students who are identified as needing extra support in Math may be enrolled in this support class. During the class, students will receive extra help to strengthen skills and knowledge in the core areas. This placement will be determined based on MAP scores, Galileo scores, summative course assessment scores, and teacher recommendations. Not all 8th graders will be required to enroll in this class.

MATH STRATEGIES II

Students that have completed Math Strategies I but are still identified by MAP scores, Galileo scores, summative course assessment scores, and teacher recommendation will be placed in this class. Not all 8th graders will be required to enroll in this class.

Exploratory Classes

COMPUTERS

In this course, students will discover practical applications using word processing skills, spreadsheet functions, presentation skills, and graphic techniques to create various publications such as a magazine cover, menu, and travel brochure. Students will also continue to develop research skills through the use of the Internet. Skills learned will benefit students for future personal use, education, and careers.

ART

This class will review & build on skills & concepts covered in Visual Art 7. Students draw, paint, sculpt in metal and clay, & create graphic designs in a variety of media. Students will focus on development in the areas of art making, history & criticism. Each unit is designed to give the opportunity to create an original work of art as they reflect on art & artists of the past & present.

DRAMA

8th grade drama develops skills taught in 7th grade drama. New students can learn the concepts taught in 7th grade, & experienced students can enhance their skills in drama. Acting activities focus on developing character, vocal expression, stage movement, memorization skills, improvisations, & monologue. Evaluation is based primarily on in-class performance.

PLTW COMPUTER SCIENCE FOR INNOVATORS AND MAKERS

In this semester class, students will learn about computer programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable, and plan and develop code for microcontrollers that bring their physical designs to life.

ROBOTICS

This semester-long class is a beginning course in robotics. We will be utilizing various robotics kits and materials. The objective of this course is to introduce the student to basic programming as well as problem-solving strategies. This course will involve students in robot development, building, and programming. Students will work hands-on in teams to design, build, program, and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, program loops, decision-making, and timing sequences.

****PEER HELPERS 7th & 8th Grade**

This course is designed to develop communication & leadership skills, & how to reach out to help/encourage others. Skills developed: empathy, decision-making, assertiveness, & problem- solving. Students may serve as tour guides, & peer buddies.

CONCERT BAND 8**Prerequisite - 7th Grade Band; instructor approval**

This class is for students who demonstrate grade level appropriate development of instrumental music skills. The focus of this class will be on the further development of fundamental music skills & techniques learned in beginning band, as well as gaining an appreciation for music as a form of artistic expression. Students enrolled in this class will have the opportunity to participate in school concerts, music festivals, Jazz Band & other types of performances. The 8th grade concert band is a prerequisite for high school band. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

JAZZ BAND**Prerequisite: Dual enrollment in Concert Band; instructor approval and/or demonstrate competency for guitar, bass guitar, and piano is required**

Students will be taught notation, phrasing, and improvisation within the jazz idiom. They will prepare and perform a variety of selections of traditional and contemporary jazz literature, develop improvisational skills, present several public performances, and participate in festivals. Members will attend occasional rehearsals in addition to regular rehearsals and are encouraged to audition for honors jazz ensembles. The recommended instrumentation includes saxophones, trumpets, piano, guitar, bass guitar, and drum set. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

ORCHESTRA**Prerequisite: instructor approval is required**

Violin, viola, cello and string bass are taught. Students acquire performing skills necessary to enter high school orchestra in 9th grade. Supplemental materials & sheet music will be provided. Orchestra performance & small group skills are stressed with advanced playing technique being developed. At-home practice will be expected. Students enrolled in this class will have the opportunity to participate in school concerts, music festivals, & other types of performances. Participation in this class will include performances, competitions, and rehearsals that occur outside the school day. Rental or purchase of your own instrument and supplies is required.

TREBLE CHOIR**Prerequisite: instructor approval is required**

This course is a choral music performance class comprised entirely of treble voices. Emphasis will be placed on the choral experience through individual vocal development and choral skills. Students will study music notation and develop sight-reading skills through daily sight-singing activities. Students will study two and three-part choral literature from all historical and cultural periods of music. Students will also study vocal technique and practice performing skills, including staging and movement. Students will be required to perform for a live audience several times during the academic year outside the school day. Students enrolled in this class will have the opportunity to participate in school concerts, music festivals, and other types of performances.

CAMBIATA CHOIR

Prerequisite: instructor approval is required

This course is a choral music performance class comprised entirely of changing voices. Emphasis will be placed on the choral experience through individual vocal development and choral skills. Students will study music notation and develop sight-reading skills through daily sight-singing activities. Students will study two and three- part choral literature from all historical and cultural periods of music. Students will also study vocal technique and practice performing skills, including staging and movement. Students will be required to perform for a live audience several times during the academic year outside the school day. Students enrolled in this class will have the opportunity to participate in school concerts, music festivals, & other types of performances.

FAMILY AND CONSUMER SCIENCE (FACS)

The 8th grade FACS program is an exploratory life skills semester course in which students examine five units; Focus on You, Machine Sewing, Food and Kitchen Safety, Kitchen Management, and Healthy Food Preparation. During the Focus on You unit, students will examine the different factors that make them unique individuals and recognize the influences of peer pressure. In the machine sewing unit, students will learn how to operate a sewing machine through the completion of a sewing project. The food and kitchen safety unit will teach students how to safely operate in a kitchen setting. Students will practice cooking and implement lab procedures in the kitchen management unit. The healthy food preparation unit will allow students to practice cooking nutritious foods and give them baseline knowledge of nutrition.

INDUSTRIAL TECHNOLOGY

This program is an 18-week course exploring industrial technology. The curriculum revolves around three major areas of study: communication, production, and transportation. This program responds to the needs of all students undergoing rapid physical, emotional, social, and intellectual growth of this middle school age group. This course is designed to provide active learning situations in technology emphasizing problem-solving, creativity, and cooperation. Lab fee of approximately \$20 for upgraded materials for projects.

APEX – Advanced Program for Exploration

APEX is the third GATE in the Gifted & Talented Education Studies (G.A.T.E.S.) program. This program is offered to identified gifted & talented students at the 7th & 8th grade levels. The APEX program builds upon knowledge & skills presented in the elementary & intermediate programs. The APEX program promotes research skills, problem-solving, critical thinking & affective awareness in gifted students. The units for the middle school program are interdisciplinary & offer elements from the four core education areas, along with creative & fine arts elements. The units are theme-based & focus on real-world questions & problems. Students enrolled in APEX will attend for ½ of a school day once a week.

FRENCH LEVEL I

Students will learn the primary skills necessary to develop a thorough basis of grammatical, literary, and oral understanding of the French language. The areas of reading, writing, speaking, and listening will be the cornerstones of the course, as students prepare to immerse themselves in the language and culture as the course progresses.

SPANISH LEVEL I

Students will learn the primary skills necessary to develop a thorough basis of grammatical, literary, and oral understanding of the Spanish language. The areas of reading, writing, speaking, and listening will be the cornerstones of the course, as students prepare to immerse themselves in the language and culture as the course progresses.

GERMAN LEVEL I

This year-long course is equivalent to the high school Level 1 course. Students will be introduced to the grammatical structures of the language along with a basic vocabulary of high-frequency words and phrases. Students will develop listening, speaking, reading, and writing skills, and study a variety of areas such as geography, social structures, differences in values, and human relations between German and North American cultures. Students can receive high school credit based on the successful completion of this course.

WORLD LANGUAGES AND CULTURES

7th and 8th grade students will have the option to take one semester of World Languages and Cultures, which includes an introduction to German, French, and Spanish. This is not a prerequisite course for a Level 1 World Language. Its purpose is to introduce students to all three language courses in our district so they may make a more informed decision on which language to pursue.

STRENGTH AND FITNESS

Strength and Fitness is designed to give students high levels of strength training, speed and agility, aerobic activities, and stretching skills. This course is completely activity-based and suggested for those motivated to improve their strength and fitness through daily movements. It is designed for students to improve cardiovascular fitness by walking and strength training. The students will be given the opportunity to increase their knowledge of an array of fitness concepts.

****All classes are strictly based on enrollment numbers. In past years, these classes have not had enough requests by students to include the classes in the schedule.**

COURSE SELECTION/SCHEDULE CHANGE POLICY

The proper selection of courses is essential for all students and should be done with serious deliberation. To help in this process, students will receive course description guides well in advance of the time for which final choices must be made. It is strongly suggested that students confer with their counselors, other staff, and parents before making selections.

Changes in course selections will not be permitted after the school's master schedule has been entered into the computer due to the:

- Need to teach students to assume responsibility, to develop accountability, and to develop perseverance
- Extensive preparation the faculty and administration must make in hiring teachers, making assignments, balancing classes, preparing facilities, allocating budgets, ordering books, supplies, and equipment
- Efficient use of staff time

The exceptions to this policy are: (1) when a scheduling mistake has been made; (2) when there is a need to balance classes; (3) when classes must be canceled due to insufficient enrollment; or (4) where it is determined by school officials that a circumstance exists whereby the student has little chance to realize success. Students are encouraged to spend ample quality time studying the course descriptions before deciding upon course selections.

Student/Parent requests to withdraw from a class within the first 10 days of each semester must be approved by the counselor and building principal. After the first 10 days of each semester, no requests for changes will be accepted.

PLEASE NOTE: There may be occasions when your counselor needs to switch a second semester course selection with a first semester selection to have a workable schedule. To achieve more flexibility and fewer scheduling conflicts, second semester scheduling may result in students being scheduled for different teachers and/or periods than they had first semester in all-year classes.

VIRTUAL INSTRUCTION

Because virtual instruction can be an effective education option for some students, SCSD provides several virtual learning options through the MOCAP process.

Full-Time Enrollment in Hosted MOCAP Program

Students may now enroll full-time in MOCAP programs from virtual providers supported by public school districts, charter schools, or higher education institutions. Below you will find a list of MOCAP providers with hosts:

- At-home virtual program (Mehlville School District)
- Launch (Springfield School District)
- Missouri Connections Academy-MOCA (Sturgeon School District)
- Missouri Digital Academy-MOCD (Laquey School District)
- Missouri Virtual Academy-MOVA (Grandview School District)
- Mizzou Academy (University of Missouri)
- R7 Online Academy (Lee's Summit School District)
- SJSD Virtual Academy (St. Joseph School District)

Students who are interested in enrolling full-time in one of the above MOCAP programs should first notify SCSD of their intent to enroll virtually prior to contacting the host district. Once accepted into the virtual program, the host district will request educational records from SCSD.

Students who enroll in a hosted MOCAP program shall be considered an attendance center in the host school district. This means students will NO LONGER be enrolled in the City of St. Charles School District. **Please note students enrolled in full-time hosted MOCAP programs are not eligible to participate in MSHSAA activities and/or athletics.**

Full-Time Enrollment in Non-Hosted MOCAP Program

Students may enroll full-time in a non-hosted MOCAP program from virtual providers. The district will pay the costs of a virtual course only if the district has first approved the student's enrollment in the course as described in this policy.

[Board Policy IGCD - Virtual Instruction](#)

Students are eligible to enroll in non-hosted MOCAP programs if they have attended the previous semester in the St. Charles School District or other Missouri public/charter schools and have enrolled during the defined enrollment period. The enrollment period is defined as any time prior to the start of the semester or during the 10 day schedule change period immediately following the start of the semester. Below you will find a list of non-hosted MOCAP providers:

- | | |
|------------------------|-----------------------|
| • Accelerate Education | • EYC Academy |
| • Acellus Academy | • Greenways Academy |
| • Edison Learning | • Imagine-Edgenuity |
| • Edmentum | • Imagine-Odysseyware |
| • eDynamic | • SchoolsPLP |

The district is not required to provide students access to or pay for courses beyond the equivalent of full-time enrollment. The district will provide supervision for students who take virtual courses in district facilities but will not provide supervision for students taking virtual courses offsite.

Students taking non-hosted virtual courses are subject to district policies, procedures and rules applicable to students enrolled in traditional courses including, but not limited to, the district's discipline code and prohibitions on academic dishonesty, discrimination, harassment, bullying, and cyberbullying.

Hybrid Learning

Hybrid in-person/virtual options are available by request and are subject to the same eligibility requirements listed above. The St. Charles School District has partnered with the LAUNCH program for hybrid learning. Please see the following website for further information and course lists. <https://fueledbylaunch.com/>.

Question	Guidance
Does a student have to be enrolled in a Missouri public school district or charter school to enroll full-time in MOCAP?	Yes. A student must be enrolled in his or her district of residence prior to withdrawing to enroll in the host district.
Does a student have to maintain residence in Missouri while enrolled in a full-time in MOCAP?	Yes. The host district is responsible for ensuring the student maintains Missouri residency.
Does a student have to request full-time MOCAP enrollment in a hosted program through the district of residence?	No. A student who wants to enroll full-time in a MOCAP-hosted program should notify their district of residence of their intent to enroll in a full-time virtual program but is not required to seek the approval of the resident district. The student must be first enrolled in their district of residence in order to be eligible for MOCAP enrollment.
Does a full-time virtual student who was accepted by a full-time virtual provider need to go through a dis-enrollment process from their resident district?	Yes. Once a student has been accepted by a full-time virtual provider, the resident district or charter school must disenroll the student from its district, and the student will then be enrolled by the host district.
If a student with an Individual Education Plan (IEP) seeks to enroll as a full-time MOCAP student, what happens next?	• The student's IEP team must meet to decide enrollment. If the team decides that enrollment is appropriate, the student's MOCAP request may be approved. • Next, the MOCAP provider (host district) will review the enrollment request and approve or deny it. • Then, if the MOCAP provider approves the request, the host district will request a copy of the most recent evaluation report and current IEP from the resident district in accordance with the IDEA in-state transfer process. • The full-time MOCAP virtual provider is responsible for the student's Free Appropriate Public Education (FAPE) under IDEA. • The host district will claim any such students for attendance purposes; as a result, the host district will be responsible for providing IDEA Part B services to the students. • The student's IEP governs their ESP; if their ESP includes services that cannot be provided through virtual methods, the provider should pay the district for the services.

What if a student is dropped by a full-time virtual provider, but the family's residence has physically changed while the student was enrolled in the virtual program and he or she is no longer a resident student?	During the enrollment process, the virtual provider is responsible for notifying parents/guardians that physical address changes should be provided to the host district and the student's district of residence at the time of enrollment in the virtual program and updated with any changes • If the family cannot be immediately contacted, the former district of residence will engage in due diligence: ◦ To locate the child and family to notify them of educational option if they can be located; or ◦ To notify the Department of Social Services, including the Children's Division, in the event they cannot, in the same manner, the district would proceed with in-person students who do not notify the district of changes in residence • Drop-outs will be assigned to the last district of residence for accountability purposes
Will a student who is participating in a full-time MOCAP program receive a diploma from the host district or from the resident district?	The diploma will be awarded by the host district.
Can a student participating in a full-time MOCAP-hosted program in a host district participate in clubs, activities, and sports?	• The Missouri State High School Activities Association's (MSHSAA) by-laws govern sports and activities. Students enrolled in full-time hosted MOCAP programs are not eligible to participate in MSHSAA activities and/or athletics

Student Skills Necessary for Success in Virtual Courses

- Student has demonstrated time-management skills that indicate the student is capable of submitting assignments and completing course requirements without reminders
- Student has demonstrated persistence in overcoming obstacles and willingness to seek assistance when needed.
- Student has demonstrated verbal or written communication skills that would allow the student to succeed in an environment where the instructor may not provide nonverbal cues to support the student's understanding.
- Student has the necessary computer or technical skills to succeed in a virtual course.
- Student has access to technology resources to participate in a virtual course.
- Consideration of the student's previous success (or struggle) in virtual coursework.
- Please contact your school's counselor for more information about instruction courses.
- Please [click here](#) to visit the MOCAP (DESE) website.
- Please submit MOCAP requests directly to
 - Sarah Scaturro, MOCAP Coordinator, sscaturro@stcharlessd.org AND
 - Dr. Earl Draper, Assistant Superintendent of Curriculum & Instruction, edraper@stcharlessd.org
- Additional information, forms, and procedures can be found at the following links
 - [IGCD](#)
 - [IGCD-AP\(1\)](#)
 - [IGCD-AF\(1\)](#)
 - [IGCD-AF\(3\)](#)
 - [IGCD-AF\(4\)](#)
 - [IGCDA-AF\(1\)](#)