



MIDDLE SCHOOL  
**COURSES**



February 2026

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### **VISION**

We envision a district where students are known, challenged, and prepared to engage in a dynamic world with confidence and character.

### **MISSION**

We pursue excellence every day through bold expectations, strong relationships, and meaningful learning, creating a community where students are inspired to think critically, grow confidently, and contribute purposefully.

### **NONDISCRIMINATION**

It is the policy of the Bloomfield Hills Schools not to discriminate on the basis of race, color, religion, national origin, sex, age, height, weight, marital status, disability, genetic information, or any other reason prohibited by applicable laws, in its programs, services, activities, or employment practices.

Inquiries related to discrimination on the basis of disability should be directed to the Section 504 Coordinator: Lora Boka, Director of Special Education, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, (248) 341-5415.

Direct all other inquiries related to discrimination to: Joe Duda, Assistant Superintendent for Human Resources, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, (248) 341-5425.

### **VIRTUAL LEARNING**

Under Section 21f of the State School Aid Act, students in grades 6-12 may elect to take up to two online courses during each semester. Students who plan to take online courses during the upcoming school year must identify their interest on their course selection sheet and work with their counselor to make appropriate selections. The deadline for completing the Virtual Learning Authorization Form is indicated on the course selection sheet. It must be completed by that date in order to be enrolled into an online course for both first and second semester. Student enrollment in online courses will not be granted in the fall or winter. Online course offerings can be reviewed on the Statewide Catalog of Online Courses: [micourses.org](http://micourses.org). The following link provides a Parent Guide to Online Learning: [michiganvirtual.org/resources/guides/parent-guide](http://michiganvirtual.org/resources/guides/parent-guide)

# BH

**Bloomfield Hills**  
S c h o o l s

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North Hills Middle School  
3456 Lahser Road  
Bloomfield Hills, Michigan 48302



South Hills Middle School  
4200 West Quarton Road  
Bloomfield Hills, Michigan 48302

# Middle Years Programme

The International Baccalaureate Middle Years Programme provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and to become critical and reflective thinkers.

The Middle Years Programme requires eight subject areas. They are:

1. Language acquisition
2. Language and literature
3. Individuals and societies
4. Sciences
5. Mathematics
6. Arts
7. Physical and health education
8. Design

## MYP as a Framework

The curriculum of the Middle Years Programme contains the eight subject areas above. Connections between subjects come from teachers organizing the curriculum through inquiry, action, the Design Cycle, Approaches to Learning, and Global Contexts.

In order to bridge these 'lenses' with the state curriculum, MYP teachers ask students broad questions which have multiple answers and multiple paths, and multiple disciplines to consider. Students in an MYP class are also asked to reflect on a question multiple times in a unit in multiple ways and from multiple perspectives. This reflection demonstrates their understanding and enables them to move further from where they started.

## The Duration of the MYP

The MYP is a five-year process. Students will begin this process in sixth grade and continue this process through tenth grade. The culminating event for the Middle Years Programme is an independent study called the Personal Project in the spring of tenth grade where students apply their broad perspective to an issue or personal interest. This project is supported in their 10th-grade Advisory classes through a research paper assignment and teacher mentors. It culminates in the spring with an evening event where students share how their holistic understanding of a topic can impact themselves and, in many cases, the world.



## Middle school students enroll in required and elective courses.

6th Grade Courses	
Required Extended Block (year-long, every day)	Language and Literature 6 Mathematics 6
Required (year-long, every day)	Sciences 6 World Cultures 6
Required (year-long, every other day)	French 6 or Spanish 6 Band 6, Orchestra 6, or Choir 6 Physical Education 6
Required Exploratory Classes (10 week rotation, every other day)	Design & Technology 6 Foods and Life Skills 6 Drama 6 Visual Arts 6

7th Grade Courses	
Required Extended Block (year-long, every day)	Language & Literature 7 Pre-Algebra
Required (year-long, every day)	Sciences 7 World Cultures 7
Required (year-long, every other day)	French 100A or Spanish 100A
Required (semester-long, every other day)	Physical Education / Health 7
Electives (year-long, every day)	Band 7 Orchestra 7
Electives (semester-long, every other day)	Design and Technology 7 Foods and Life Skills 7 Additional Physical Education 7 Visual Arts 7 Choir 7 Drama 7
If electing band or orchestra, select 1, if not then select 5 (1 must be Visual Arts, Choir or Drama)	

### Highlights of the middle school schedule:

- Meet MYP requirements while providing choice for students
- Maintain an A/B schedule
- Provide Level 1 and Level 2 supports for students in extended block classrooms to allow for full participation in electives
- Provide Level 3 and Level 4 instruction in special education classrooms
- Instrumental Music everyday for interested seventh and eighth grade students
- World Language every other day for all students
- Physical Education for one quarter every other day for seventh and eighth grade students with the option of another full semester participation
- Physical Education every other day for all sixth grade students
- Provide students the opportunity to specialize their elective studies in 7th and 8th grade or continue to explore all of the different disciplines

8th Grade Courses	
Required Extended Block (year-long, every day)	Language & Literature 8 Conceptual Algebra or Algebra I
Required (year-long, every day)	Sciences 8 American Studies 8
Required (year-long, every other day)	French 100B or Spanish 100B
Required (semester-long, every other day)	Physical Education / Health 8
Electives (year-long, every day)	Band 8 Orchestra 8
Electives (semester-long, every other day)	Design and Technology 8** Foods and Life Skills 8** Additional Physical Education 8 Visual Arts 2D Visual Arts 3D Choir 8** Drama (Play) 8 Drama (Musical) 8
If electing band or orchestra, select 1, if not then select 5 (1 must be Visual Arts, Choir or Drama)	

**\*\*These electives can be taken both semesters, with unique content each semester**

# 6TH GRADE COURSE DESCRIPTIONS

## LANGUAGE AND LITERATURE 6

The sixth-grade Language and Literature program allows students to develop a vast array of writing and oral communication skills. Practical and effective writing skills are taught in a writing workshop model emphasizing knowledge and application of the writing process. Writing experiences include narrative, informational, persuasive, and literary essays.

The curriculum is designed to provide students with opportunities to practice skills that fall under the scope of the reading process, comprehension strategies, self-monitoring strategies, reading applications with informational, technical, persuasive, and literary text, as well as the acquisition of vocabulary. Students also participate in book clubs to learn how to analyze and communicate about texts through different lenses.

Furthermore, sixth graders develop the ability to listen and express their viewpoints by studying the nuances of oral communication. The students gain respect and understanding of the views of others. Assessment includes various tasks that allow them to express their knowledge via tests, projects, extended responses, and oral communication.

## MATHEMATICS 6

The middle school mathematics curriculum follows the Common Core State Standards (CCSS) for Mathematics. Mathematics in sixth grade focuses on integrating math into our students' daily lives. Students apply their knowledge of mathematics to incorporate problem-solving using real-world situations. This will promote higher-level thinking and oral/written communication skills. Multiple teaching techniques are incorporated into the classroom, including large and small group discussions. Students will participate in math investigations, manipulations, and simulations. Group and individual activities include creating models, diagrams, projects, and presentations. In mathematics, students communicate ideas in a variety of ways. Students will communicate their mathematical understanding in writing and calculation work. Students are assessed using formative and summative methods through daily homework, class participation and MYP rubrics.

## SCIENCES 6

The sixth-grade science curriculum allows students to develop the knowledge and skills they need to become scientifically literate. Units of study focus on various topics, including scientific process skills, the environmental impact of water movement, body systems, chemical processes in digestion, and ecological interactions, incorporating Next Generation Science Standards. Methods of instruction include small and large group work, science labs, scientific inquiry, informational text reading, large group discussions, and appropriate technology. Various learning methods are taught, such as note-taking, summarizing, analyzing, organization strategies, modeling and graphing, and group skills.

## WORLD CULTURES 6

The sixth-grade social studies curriculum introduces students to cultures, political systems, economies, and the geography of the Americas, Europe, Asia, Africa, and the Pacific region. Students study the geography of these world regions, explore cultural and natural features that characterize each region, trace the movement of people, ideas, and products within the regions, and discover ways that each can be divided into sub-regions. In addition, the curriculum focuses on providing students with an understanding and appreciation of historical, civic, and economic perspectives, as well as opportunities for inquiry, research, and decision-making.

## INTEGRATED STUDIES

This class will support students' academic and social-emotional growth in middle school. Along with SEL lessons, students will use executive functioning skills and applications to support class engagement, time management, study skills, and assignment completion.

## PHYSICAL EDUCATION 6

The mission of the middle school Physical Education Program is to provide all students with a safe learning environment and meaningful experiences that are aligned with national standards and state benchmarks. All students will be given opportunities to develop the skills, knowledge, and attitude necessary to live healthily and stay active for their lifetime. Participation in this program will result in individual growth as a physically educated person. Another benefit will be fostering positive social interactions, including responsible citizenship. The sixth-grade curriculum introduces students to health-related fitness components and personal goal setting. Time is spent learning how to move successfully, using strategies effective in similar situations through various net, wall, and invasion games.

## BAND 6 OR ORCHESTRA 6

Students build individual and ensemble musicianship, with performances in two to three evening concerts as an expectation of the class. The band and orchestra courses develop individual tone, control, and intonation sensitivity for their instrument while improving their ability to follow the conductor and perform independent parts of musical compositions. Band students may switch to specialty band instruments, such as oboe, bassoon, bass clarinet, tenor saxophone, baritone saxophone, French horn, euphonium, and tuba. Various instrumental music, including marches, overtures, pop tunes, and classics, is experienced. Students enhance skills of note reading, rhythm patterns, and musical vocabulary.

# 6TH GRADE COURSE DESCRIPTIONS

## CHOIR 6

Everyone can sing! Each choir student can explore and develop his or her abilities. Building on the foundation of the elementary music curriculum, emphasis is on fundamental music skills, basic theory/notation/sight-singing/singing on pitch, singing in unison, and two parts. Vocal skills and choral ensemble skills are high priorities. Students will develop an appreciation for the arts, gain and refine musical skills, and contribute positively to the musical team. Students will utilize technology for their MYP process journals to archive their learning.

## FRENCH 6 OR SPANISH 6

The focus is on building a community of language learners who value each other's efforts and collaborate while developing and strengthening their comprehension and communication skills in the target language of their choice. Students learn basic vocabulary and grammatical concepts while exploring themes and creating meaningful individual and/or group projects. Global citizenship is introduced through the development of intercultural awareness and by making personal connections and comparisons. These play a key role in reinforcing students' language skills and confidence in language acquisition. Such learning activities may include games, stories, events, songs, creative movement, videos, collaborative research, inquiry, dialogues, and field trips. To develop language proficiency and align with International Baccalaureate (MYP) expectations, students must select the same Language Acquisition course in grades 6-10.

## DESIGN & TECHNOLOGY 6

This course aims to provide students with hands-on problem-solving activities that promote thinking while reinforcing math and science. Project Lead the Way units incorporate various technologies, including machines, tools, internet sources, software, and computers. This is accomplished in a setting that encourages healthy risk-taking and realizing that sometimes more is learned from mistakes than success. As an MYP school, the MYP Design Cycle will be the benchmark for curriculum and assessment. All 6th graders will complete a short design and technology course that introduces them to the MYP Design Cycle by completing various design projects, encouraging them to apply math and science to solve the given problem.

## LIFE SKILLS 6

This course introduces the relationship between people and their environment - building human literacy through the content and context of daily living. The curriculum integrates academic disciplines such as science, technology, engineering, and math (STEM) and connects students to content applications. Areas of exploration include Physical Health & Wellness (including Nutrition & Food Preparation), Communication and Relationships, Housing and Interior Design, Human Development and Family Studies, Personal Finance and Career Exploration.

## DRAMA 6

This introductory course is designed to allow sixth-grade students to explore dramatic activities while developing confidence and poise by speaking and performing in front of an audience. Students will develop creative communication skills through participation in individual and group presentations and performances. Activities may include the composition and performance of original scripts, presentation of dramatizations, improvisation games, and public speaking skills.

## VISUAL ARTS 6

Visual Arts 6 is designed to build upon elementary art experiences while developing an understanding of why art is created. Historical and cultural aspects of art-making will be explored through connections made in the MYP program. During this course, the media exploration may include drawing, painting, clay, and design. Learners will develop a foundation in the elements of art and principles of design and gain experience with techniques that may include observational drawing, clay sculptural techniques, and color theory. Students will be encouraged to practice creative problem-solving and create original artwork. This class provides the initial foundation of knowledge and experience for a sequential-based middle school art program leading to high school art classes.

# 7TH GRADE COURSE DESCRIPTIONS

## LANGUAGE & LITERATURE 7

The seventh-grade English Language Arts curriculum expands literacy development through each area of Language Arts. Various learning strategies that can be applied to gaining knowledge in all subject areas will be taught. The curriculum is designed to provide students with opportunities to master skills that fall under the scope of the reading process, comprehension strategies, self-monitoring strategies, reading applications with informational, technical, persuasive, and literary text, as well as the acquisition of vocabulary. Students will learn the proper techniques and format for writing informational, persuasive, and narrative pieces using the Writer's Workshop model. Grammar and vocabulary skills are taught throughout the year through both direct instruction and context exercises. Lastly, students are provided numerous opportunities to develop speaking and listening skills through oral presentations and classroom discussions.

## PRE-ALGEBRA

The mathematics curriculum follows the Common Core State Standards (CCSS) for Mathematics. Mathematics in seventh grade will focus on integrating math into our students' daily lives. Students will apply their knowledge and understanding of mathematics by investigating real-life situations involving mathematics. This will promote higher-level thinking along with communication and reflection skills. Knowledge and understanding of mathematics form the base for exploring concepts and developing deeper problem-solving skills. Through numerical reasoning, geometry, measurement, algebra, probability, and statistics, students will develop skills and ways of thinking that enhance their mathematical reasoning and critical thinking. Students will participate in math investigations, manipulations, and simulations. Mathematical inquiry encourages students to become risk-takers, inquirers, and critical thinkers inside and outside the classroom. Students will use mathematical language appropriately when communicating mathematical ideas, reasoning, and findings. Students will view mathematics as a tool for solving problems in authentic real-life contexts. Students will be expected to transfer theoretical mathematical knowledge into real-world situations, apply appropriate problem-solving strategies, draw valid conclusions, and reflect upon their results.

## SCIENCES 7

The seventh-grade science curriculum develops student knowledge and understanding of science by including elements of the Michigan State Standards, Benchmarks and Grade Level Content Expectations, Common Core, and the Next Generation Science Standards to promote mastery of the MYP Level 2 Aims and Objectives in science. The overriding goals are to enhance knowledge while developing science skills in knowing and understanding, inquiring and designing, processing and evaluating, and reflecting on the impacts of science. Students will learn through hands-on experiences, experimentation, research, problem-solving, small group, individual, and whole-class activities. Informational reading

and writing will also be important components of the class. Topics that may be used to promote mastery of the MYP objectives include Inquiry and Methods of Science, Inquiry and Methods of Science, 7.1 Energy, 7.3 Thermal Energy, and 7.6 Genetics.

## WORLD CULTURES 7

The seventh-grade social studies curriculum focuses on human beginnings, including migration out of Africa to the eventual peopling of every continent. Students examine evidence, such as cave art and tools, that show the gradual development of a complex human culture. Students will follow homo sapiens as they transition from hunter-gatherer communities to an agriculturally based lifestyle. Students will study ancient river civilizations, including Egypt, Persia, India, China, Greece, Rome, and the Fertile Crescent, especially Mesopotamia, long considered the cradle of human civilization. Students will see how the characteristics of civilization emerge - including religion, writing, social classes, public works, government, and job specialization. Students will be comparing and contrasting how different groups went about the business of empire-building.

## HEALTH 7

The Health 7 course is designed to assist students in obtaining, interpreting, and applying accurate information that builds lifelong positive attitudes while teaching the skills necessary to make safe and healthy decisions. Topics include first aid and safety, substance use/abuse, mental/emotional wellness, and reproductive health.

## FRENCH 100A OR SPANISH 100A

Students continue developing confidence, reinforcing comprehension and communication skills, and acquiring intercultural awareness. Students use language as a tool to communicate and conduct an inquiry about familiar topics and the world around them. Participation in interactive activities such as classroom discussions, stories, plays, songs, viewing and interpreting videos, creating videos, games, individual and group presentations, letter writing, and project-based learning help students broaden their range of vocabulary and expressions while incorporating grammar concepts. Intercultural awareness is developed while exploring and experiencing inquiry-based learning, correspondence with native speakers, cultural events, and activities. Activities may vary according to the instructor, language choice, and class size. To develop language proficiency and align with International Baccalaureate (MYP) expectations, students must select the same Language Acquisition course in grades 6-10.

# 7TH GRADE COURSE DESCRIPTIONS

## PHYSICAL EDUCATION 7

Skill development is a key component of Physical Education. Seventh-grade students build upon skills and concepts from sixth grade. They are exposed to various lifetime activities and provided meaningful practice opportunities to achieve competency in various motor skills.

Students will have different experiences each semester. Students are introduced to relative terminology and encouraged to develop an understanding of rules, concepts, and strategies relevant to sports and exercise. Students deepen their understanding of physical activity levels and how they transfer to being active outside of school.

## VISUAL ARTS 7

In this course, students will experiment and explore a variety of two and three-dimensional media, including drawing with charcoal, printmaking, ceramic sculpture, and painting. Through various projects and assignments, learners will continue to develop their knowledge of the elements and principles of design and art-making techniques and genres. Students will be encouraged to practice creative problem-solving and create original artwork. An emphasis will be placed on examining relationships between art and the social/cultural context in which it was created. A strong visual intelligence and intercultural awareness will result in a more fluid application of personal expression, critical observation skills, and self-reflection.

## CHOIR 7

Building on the foundation of the 6th-grade choir curriculum, the emphasis is on developing music skills, basic theory/notation/sight-singing/singing on pitch, and singing in 2 to 3 parts. Vocal skills and choral ensemble skills are high priorities. Students will develop an appreciation for the arts, gain and refine musical skills, and contribute positively to the musical team. Students will utilize technology to archive their learning and begin to compose music for the choral ensemble with specialized music apps. Seventh-grade choir students may have the opportunity to participate in the Solo and Ensemble festival, Large Group Festival, District Honor Choir, and travel performance opportunities.

## DRAMA 7

This course continues developing skills learned in Drama 6. Students will learn important theory, theatre vocabulary, acting skills, improvisation, and stage movement by reading, rehearsing, and acting plays. Cooperation skills are enhanced during group scene work, and students gain self-confidence performing individual monologues and scripts. Students may have the opportunity to perform for their classmates.

## BAND 7 OR ORCHESTRA 7

Students continue to enhance good rehearsal behavior and ensemble expectations. The band and orchestra courses continue to develop students' tone, technique, range, and repertoire. Various major keys are played, and good practice habits continue to improve as musicians. Students are encouraged to participate in the Jazz Ensemble, Honors Orchestra/Fiddle Club, and MSBOA Solo & Ensemble Festival. Musicians will perform in small and large group concerts, other performance venues, and solo opportunities. Seventh Grade Band may combine with Eighth Grade Band for performance, and Seventh Grade Orchestra may connect with Eighth Grade Orchestra for performance. Participation in evening concerts, rehearsals, clinics, and joint rehearsals is an expectation of this class.

## DESIGN AND TECHNOLOGY 7

Seventh-grade design and technology courses build on the 6th-grade experience. Projects will continue to be math and science-based, moving more toward STEM (Science, Technology, Engineering, and Math) projects, including Project Lead the Way units. Students apply what they have learned in their block classes in a hands-on environment. More emphasis will be on the application of skills learned to new situations. The MYP Design Cycle is an integral part of coursework and assessment.

## FOODS AND LIFE SKILLS 7

The Foods and Life Skills 7 course studies relationships among people and their environment - building human literacy through the content and context of daily living. Students think critically and creatively, working collaboratively with others in a hands-on environment to problem-solve real-world issues and to improve the quality of life. The curriculum integrates academic disciplines such as science, technology, engineering, and math (STEM) and connects students to content applications. Essential knowledge and skills empower individuals to make informed decisions in everyday living by evaluating, analyzing, and applying strategies for meeting human needs. Personal growth and leadership development are promoted from basics such as food and safety up Maslow's Hierarchy to respect and self-actualization. Areas of study:

- Nutrition & Food Preparation (includes cooking labs)
- Communication & Relationships
- Housing & Interior Design
- Human Development & Family Studies
- Personal Finance & Career Exploration

# 8TH GRADE COURSE DESCRIPTIONS

## LANGUAGE & LITERATURE 8

This course prepares students for high school by refining their reading, writing, and thinking skills. Students are engaged with a wide variety of texts to gain knowledge in vocabulary, problem-solving, and critical thinking. Collaboration, community, and self-reflection are also at the core of this course.

## CONCEPTUAL ALGEBRA

This course follows the Common Core State Standards for Mathematics. Within this course, students will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Additionally, students are encouraged to (a) recognize that mathematics permeates the world around us; (b) enjoy mathematics and develop patience and persistence when solving problems, (c) develop the knowledge, skills, and attitudes necessary to pursue further studies in mathematics; (d) make sense of problems and apply what was learned to new situations.

## HIGH SCHOOL ALGEBRA I

This advanced math course represents high school level knowledge, skills, and critical thinking. The pace and curriculum of this course mirrors the course at BHHS. Algebra I broadens the study of linear relationships to include piecewise functions (i.e., absolute value and greatest integer), systems of equations with three unknowns, formalized function notation, and recursive representations, and the development of bivariate data analysis topics (i.e., linear regression and correlation). Exponential and quadratic function families, power, and polynomial patterns will be studied within the real number system and its properties.

\*\*Algebra I is a high school level course and meets the Algebra I graduation requirement; the student will earn high school credit for this course however, the grade is not on the high school transcript.

## SCIENCES 8

The eighth-grade science curriculum focuses on both Earth and Physical Sciences. The curriculum has been designed to include elements of the Michigan Science High School Content Expectations and skills outlined in the IB Middle Years Programme. Students will construct their knowledge of scientific concepts using text, projects, simulations, and hands-on experiences. Resources that promote learning include lab equipment, Chromebooks, teacher-generated materials, and textbooks. Higher-level thinking skills will be utilized as students will be asked to recall, compare, contrast, synthesize,

analyze, and interpret information. In addition, students will be challenged to collaborate, think critically, and communicate their learning. Students will conduct investigations using the scientific method. Assessments to guide instruction in this course occur through lab experiences, discussions, and project-based learning. In addition, teacher-designed quizzes and tests create another avenue of formal assessment. The IB MYP Assessment Criteria are used to guide students through the development of scientific skills.

## AMERICAN STUDIES 8

This course introduces students to the history of the United States, from the ratification of the Constitution to Reconstruction. The course is divided chronologically into eras. Students learn to place major events on a timeline and to analyze their causes and effects. Using primary and secondary sources, students explore the time and place in nineteenth-century America. They compare conflicting accounts of the past and, both orally and in writing, express informed judgments about significant events that shaped the nation. Using various media, students compile, analyze, and present historical data. Students deepen their understanding of major geographical themes, economic policies, and diverse cultural and political concepts within their historical study of nineteenth-century America and contemporary considerations of global affairs. Students also build their understanding of the United States government from an in-depth study of the United States Constitution and the evolution of the government it created during its first century. Students are assessed through daily homework, projects, essays, oral presentations, tests, and participation.

## HEALTH 8

The Health 8 course is designed to assist students in obtaining, interpreting, and applying accurate information that builds lifelong positive attitudes while teaching the skills necessary to make safe and healthy decisions. Topics include mental health, substance use/abuse, family/social health and wellness, HIV/STIs and other communicable diseases, and sexual health education.

## FRENCH 100B OR SPANISH 100B

The focus is on broadening and deepening the understanding of culture and language while developing communication and comprehension skills. Spontaneous interaction in class on various topics, most familiar but some unfamiliar, allows the student to take risks with the language, hone their conversational skills, and gain self-confidence. Students participate in activities and tasks with the intention of feeling capable of expressing themselves for familiar, authentic, and meaningful experiences. They develop strategies to support their learning styles and are encouraged to conduct inquiries in the language on topics of interest within a theme. Experiential learning through events, media, correspondence with native speakers, field trips, and activities foster the development of the student's cultural competence, linguistic confidence,

# 8TH GRADE COURSE DESCRIPTIONS

and global citizenship. Activities may vary according to the instructor, language, and class size.

\*Completing 100A and 100B is equivalent to the first and second semesters of level 100 high school language. Students who complete both 7th and 8th grade of the same language will earn one full high school credit toward graduation and be placed into level 200 language in 9th grade.

To develop language proficiency and align with International Baccalaureate (MYP) expectations, students must select the same Language Acquisition course in grades 6-10.

## PHYSICAL EDUCATION 8

Eighth-grade students focus on planning for improvement in specific areas relative to the individual through various activities and fitness in general. Students develop and maintain their fitness in muscular strength, flexibility, and cardiovascular endurance. Various warm-up exercises, dynamic and static stretches, and plyometrics focused on improving agility, balance, and coordination are introduced. Students develop socially and demonstrate selflessness, kindness, and respect for others through work in small groups, an understanding of teamwork, and collaboration with students from diverse backgrounds. The student experience will be different each semester.

## VISUAL ARTS 2D

Students will experiment and explore a variety of 2-Dimensional media. An emphasis may be placed on developing observational drawing skills and experimentation with traditional and digital techniques such as painting, printmaking, photography, and graphic design. Students learn about various art movements and artists. Through various projects, learners will continue to develop their knowledge of principles of design as well as begin exploring the use of compositional choices and techniques within their artwork. Students will examine and develop relationships between art and the social/cultural context in which it was created. A strong visual intelligence and inter-cultural awareness will result in a more fluid application of personal expression, critical observation skills, and self-reflection.

## VISUAL ARTS 3D

In this course, students will focus on creating artwork using clay, metals, found objects, or other mixed media. The course will cover basic hand-building techniques and an introduction to other sculptural processes to create a form. Students will also further their knowledge of decorating and finishing a sculptural art piece. Students will exercise problem-solving skills, persistence, and flexible thinking while troubleshooting and refining their ideas. Students will examine and develop relationships between art and the social/cultural context in which it was created. A strong visual intelligence and inter-cultural awareness will result in a more fluid application of personal expression, critical observation skills, and self-reflection.

## CHOIR 8

Building on the skills of the 7th-grade music curriculum, the emphasis is on developing music skills, basic theory/notation/sight-singing/singing on pitch, and singing in 2 to 3 parts. Vocal skills and choral ensemble skills are high priorities. Students will develop an appreciation for the arts, gain and refine musical skills, and contribute positively to the musical team. Students will utilize technology to archive their learning and continue composing music for the choral ensemble with specialized music apps. Eighth-grade choir students may have the opportunity to participate in the Solo and Ensemble festival, Large Group Festival, District Honor Choir, and travel performance opportunities. The student experience will be different each semester.

## THEATRE 8

Students will gain confidence in performing skills learned in 6th and 7th-grade drama classes to create a performance project (non-musical) of quality. Auditions, rehearsals, knowledge of technical aspects, and preparation for a theatre production will be the focus of this class. Although most rehearsals will occur during class, students are expected to attend several rehearsals outside of school. Rehearsals and performance dates will be announced at the beginning of the semester.

## MUSICAL THEATRE 8

Students will use acting, vocal, and dance skills to produce a musical. Auditions, blocking, choreography, and vocal rehearsals are the focus of this class. Students learn technical theatre production aspects and have an opportunity to be part of the crew. Although most rehearsals occur during class, students are expected to attend several rehearsals outside of school. Rehearsals and performance dates will be announced at the beginning of the semester.

## BAND 8 OR ORCHESTRA 8

Students are expected to demonstrate advanced rehearsal decorum and ensemble playing. The band and orchestra courses expand the variety and complexity of music studied and performed. Various major and minor keys are played, increasing the musician's repertoire of scales and rhythm. An emphasis on individual accountability is increased. Students are strongly encouraged to participate in the Jazz Ensemble, Honors Orchestra/Fiddle Club, and MSBOA Solo & Ensemble Festival. Musicians will perform as soloists and in small and large group concerts and other performance venues. Eighth Grade Band may combine with Seventh Grade Band for performance, and Eighth Grade Orchestra may combine with Seventh Grade Orchestra for performance. Participation in evening concerts, rehearsals, clinics, and joint rehearsals is an expectation of this class. Students are well-prepared to be successful in High School!

# 8TH GRADE COURSE DESCRIPTIONS

## DESIGN AND TECHNOLOGY 8

In eighth grade, students will have the opportunity to explore many different technologies and software applications. Topics studied through Project Lead the Way may include Computer-Aided Design (CAD), Architecture, and Power Technology (including alternative energy sources). The MYP Design Cycle, especially planning, will be emphasized in all courses. Students may utilize basic fabrication skills while solving transportation/power-related problems, emphasizing scientific principles related to transportation/power technology while constructing related projects. The student experience will be different each semester.

## FOODS AND LIFE SKILLS 8

The Foods and Life Skills 8 course studies relationships among people and their environment - building human literacy through the content and context of daily living. Students think critically and creatively, working collaboratively with others in a hands-on environment to problem-solve real-world issues and to improve the quality of life. The curriculum integrates academic disciplines such as science, technology, engineering, and math (STEM) and connects students to content applications. Essential knowledge and skills empower individuals to make informed decisions in everyday living by evaluating, analyzing, and applying strategies for meeting human needs. Personal growth and leadership development are promoted from basics such as food and safety up Maslow's Hierarchy to respect and self-actualization. Areas of study:

- Nutrition & Food Preparation (includes cooking labs)
- Communication & Relationships
- Housing & Interior Design
- Human Development & Family Studies
- Personal Finance & Career Exploration

The student experience will be different each semester.