

Utica Community Schools

Middle Schools Course Offerings

Grade 7

Bemis Middle School
Davis Middle School
Eppler Middle School
Jeannette Middle School
Malow Middle School
Shelby Middle School

Utica Community Schools Middle Schools 2-year plan of study

7th Grade	
English or Honors English – 7A and 7B	
Math, Advanced Math, or **Algebra I** – 7A and 7B	
Science – 7A and 7B	
Ancient History or Accelerated Ancient History – 7A and 7B	
Exploring Academic Success and Innovations*	
Elective Options: • Physical Education and Health – *completion of this course is required in grade 7 or 8.* • Band 7 – Full year course • AVID 7– Full course • Theatre 7/8**	• Vocal Music** • Computer Science Discoveries I • Exploratory Language • Exploratory Design and Engineering I • Introduction to Art • Introduction to Drawing and Design

8th Grade	
English or Honors English – 8A and 8B	
Math 8, **Algebra I, or Accelerated Geometry** – 8A and 8B	
Science – 8A and 8B	
United States History or Accelerated United States History – 8A and 8B	
Elective Options: • Yearbook • **Human Geography (AP)** • **French I** • **German I** • **Spanish I** • Band 8– Full year course • Jazz Band – Full year course • AVID 8– Full year course • Theatre 7/8** • Vocal Music** • Computer Science Discoveries I	• Computer Science Discoveries II • Wood 8 • Exploratory Design and Engineering I • Exploratory Design and Engineering II • Exploring Life Skills • Introduction to Art • Introduction to Drawing & Design • Introduction to Sculpture & Design • Introduction of Photo & Film • Physical Education and Health – *completion of this course is required in grade 7 or 8*

*Required Course

**Course may be taken for 20 weeks or a full year course

"A" is the first semester part of the course, "B" is the second semester.

Bold Courses are High School Course – Student will receive a letter grade for the course. Grade will be reflected on transcript and count toward high school GPA.

SEVENTH GRADE

Types of Courses

Core Level Courses: Full year courses that are required courses in which all students are enrolled. These courses provide instruction aligned to grade-level standards and the essential knowledge and skills for each subject.	**Honors/Accelerated Level Courses:** Full year courses that provide increased academic challenge through greater depth, complexity, and pace of instruction. These courses are designed for students who are ready to engage with content at a more advanced level and may require additional independent learning and critical thinking.

Subject Area Courses

English 7: This course emphasizes the development of the student's strategic reading skills, literary knowledge, writing abilities, oral language, and research skills. The study of grammar, along with literature, editing skills, and vocabulary, are taught as part of the writing process.	**Honors English 7:** Honors English covers the standard curriculum of English 7. The class will delve deeper into content by applying additional concepts to literature, independently reading additional novels, collaborating with others through discussion processes, and using critical thinking skills to analyze information. Students are expected to be independent and self-directed learners.

Math 7: The following topics are explored in this course: proportional relationships, operations with rational numbers, equivalent expressions, solving problems with numerical and algebraic expressions and equations, two- and three-dimensional figures, angle relationships, area, surface area, volume, draw inferences about populations, probability.	**Advanced Math Courses:** See the Selective Classes Section for further information. **Placement in this class is based on criteria established by Utica Community Schools**

Science 7: This course is an exploratory science course that seeks to answer phenomena in the world around us. This course is designed to build students' curiosity of the world and increase their confidence in solving problems through questioning, investigating, and communicating their findings with a scientific community.

Ancient History: This course examines the relationship between people, the environment, and an increasingly interconnected world. Topics include cultural diversity, migration, population growth, environmental sustainability, resource distribution, and human rights. Students develop geographic understanding through the use of maps, graphs, and spatial analysis skills.	**Accelerated Ancient History:** This accelerated course examines the relationship between people, the environment, and an increasingly interconnected world at an advanced pace and depth. Topics include cultural diversity, migration, population growth, environmental sustainability, resource distribution, and human rights. Students develop geographic understanding through the use of maps, graphs, spatial analysis, and the evaluation of geographic data while engaging in rigorous inquiry, critical thinking, and global problem-solving.

Required Course

Required course indicates a course that is part of the district's required curriculum and must be completed by all students at the designated grade level.

Exploring Academic Success and Innovations: Exploring Academic Success and Innovation is a hands-on exploratory elective that helps students successfully navigate middle school while developing the skills needed for academic, personal, and future career success. Through the use of AVID strategies, professional skills development, artificial intelligence, digital citizenship, and project-based learning experiences, students learn how to stay organized, manage their time, set goals, and take ownership of their learning. Students strengthen communication, collaboration, critical-thinking, leadership, and self-advocacy skills while learning how to build positive relationships, support others, and contribute to their school and community.
Pending Board Approval

Selective Classes

Selective classes are designed to provide each student with the support he or she requires for success. Students are assigned to these classes based on data. These classes are not options for students to choose during scheduling.

Advanced Math 7: (Full year course)
Prerequisite: Placement determined by data team, completion of summer work.
This course is taken after Advanced Math 100 (Advanced Math 6) to prepare students to take Algebra 1 as an 8th grade student. The following topics are explored in this course: irrational numbers, radicals, exponents, proportional relationships, linear equations, inequalities, systems of linear equations, linear and non-linear functions, transformations, angle relationships, congruence and similarity of geometric shapes, Pythagorean Theorem, volume of cylinders, cones, and spheres, bivariate data analysis, probability, circumference, area, surface area and volume.
Placement in this class is based on criteria established by Utica Community Schools.

Algebra I: (Full year course, High School Credit)
Prerequisite: Placement determined by data team, completion of summer work
The following topics are explored in this course: linear, quadratic, polynomial, exponential, rational and irrational numbers, data analysis including center, data distribution, and topics in bivariate data.
Placement is based on criteria established by Utica Community Schools. Refer to the UCS Graduation Requirements *(https://www.uticak12.org/academics-programs/secondary/ucs-graduation-requirements)* document for additional information.
Students taking a high school course prior to entering high school will earn a letter grade for the course according to the UCS grading policy for high school students. The high school course will be placed on the high school transcript, and the grade will count towards the Grade Point Average (GPA) and class ranking. Any student taking a high school course prior to grade 9 can have the course removed from their transcript and may retake the course if the following criteria are met. A parent or guardian must submit the UCS Request Form for Letter Grade and Credit Removal from Student Academic Record *(https://www.uticak12.org/academics-programs/secondary/ucs-letter-grade-and-credit-removal-request-form)* to the building principal prior to the first day of the student starting grade 9, requesting the course to be removed from the student's high school transcript and for the student to retake the course. Credits that are removed will act as if the course was never taken. **Placement in this class is based on criteria established by Utica Community Schools.**

Math Boost - Discover, Think, Apply: Math Boost: Discover, Think, Apply is a companion course designed to provide students with additional opportunities to strengthen mathematical understanding, build confidence, and develop problem-solving skills. Students engage in guided practice, collaborative learning experiences, mathematical investigations, and real-world applications aligned with their mathematics coursework. The course supports learners at all achievement levels by providing opportunities for reinforcement, enrichment, conceptual development, and academic growth. Students also develop effective study habits, organization, perseverance, and mathematical reasoning skills that support success in current and future mathematics courses.
Placement in this class is based on criteria established by Utica Community Schools.
Pending Board Approval

ELA - Read, Write, Think: Read, Write, Think is a companion course that provides students with additional opportunities to strengthen literacy skills, build confidence and develop critical thinking abilities. The course complements, but does not replace, core English Language Arts instruction by offering targeted support, reinforcement, and enrichment aligned to individual student needs.
Designed for students at all achievement levels, Read, Write, Think engages students in reading, writing, speaking, listening, discussion, research and analysis while developing disciplinary literacy skills that support success across content areas. Through guided practice, collaboration and authentic learning experiences, students strengthen communication, problem-solving and academic habits while becoming more confident readers, writers, thinkers, and communicators.
Placement in this class is based on criteria established by Utica Community Schools.
Pending Board Approval

Elective Classes

Elective classes are those in which students may choose to enroll.

Physical Education and Health: In health, students are introduced to decision making skills that will help them throughout life. Units of study include substance use and abuse, emergency care, quackery and consumerism, infectious and non-infectious diseases, social, physical, mental, emotional health, and systems of the body. Students study various aspects of physical education including basketball, volleyball, softball, soccer, aerobics, and other leisure time activities. (*Completion of this course is required in grade 7 or 8)*

Band (Full year course): This course is available to any seventh grader who wishes to learn a band instrument. Band gives students the opportunity to learn and understand musical notes, symbols, and terms, and a chance to develop proficiency on their musical instruments which will benefit their performance and listening ability. Members of this group are expected to develop and refine those skills that will lead to advancement into the 8th grade band. All members are expected to practice regularly and give their utmost dedication to the group. **All members are required to attend all performances.**

AVID (Full year course): Advancement Via Individual Determination (AVID) is a college readiness system designed to increase the number of students who will enroll in four-year colleges or post-secondary institutions. AVID targets students in the academic middle – B, C, and even D students – who have the desire to go to college and the willingness to work hard. AVID elective teachers support these students by providing academic training, by facilitating tutorials, by working with other faculty and parents, and by helping students to develop long-range academic and personal goals. AVID is supported by 30 years of research.
Application and Interview Required

Theatre 7/8: This elective allows students to learn the basics of acting and the fundamentals of stagecraft. Students also experience working together in pairs and groups to perform scenes. Communication skills draw on the students' resourcefulness and help build self-confidence.
All members are required to attend all performances.
Course may be repeated each semester in grades 7 and 8.

Vocal Music: Vocal Music offers students a chance to perform and enjoy group singing. Students study singing, choreography, and musical theory.
All members are required to attend all performances.
Course may be repeated each semester in grades 7 and 8.

Computer Science Discoveries I: Computer Science Discoveries I is a one semester introductory computer science survey course targeted at grades 7-8. The course takes a wide range of lenses on computer science by covering topics such as digital footprints, intellectual property, programming, JavaScript, and HTML/CSS. Students are empowered to create authentic artifacts and engage with Computer Science as a medium for creativity, communication, problem solving, and fun. Computer Science Discoveries I will explore the problem-solving process and the different ways humans and computers solve problems, discover the languages powering the web by building websites in HTML and CSS using Web Lab, and learn the foundational programming languages by building interactive animations and games in JavaScript using Game Lab. Implementation of this course will create a natural pathway for students to enroll in high school computer science courses.	**Computer Science Discoveries II:** Prerequisite: Computer Science Discoveries I Students are empowered to create authentic artifacts and engage with Computer Science as a medium for creativity, communication, problem solving, and fun. Computer Science Discoveries II is a continuation of Computer Science Discoveries I and will follow the design process to identify and empathize with problems faced by a target audience by prototyping an app using App Lab. Students will develop binary representations of diverse kinds of information. They will collect, analyze, visualize, and make automated decisions using data. Finally, students will explore the relationship between hardware and software while building interactive projects using Adafruit's Circuit Playground. Implementation of this course will create a natural pathway for students to enroll in high school computer science courses.

Digital Literacy and Media Design: Digital Literacy & Media Design is recommended to have a semester long foundational course to be taken in 7th grade. Students will learn digital citizenship principles and apply that knowledge through the strategic use of digital media. This course will provide students with the opportunity to work collaboratively to enhance their understanding of communicating ideas through digital displays of information. Students will integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Exploratory Language: The focus of this course is on introducing the student to the foreign languages of French, Spanish, German, and Japanese. In addition to the essentials such as numbers, colors, greetings, and simple nouns, the student will be using their skills of reading, writing, speaking, and listening during all four languages. Additionally, this course includes the study of the various countries and cultures related to each of the language groups

Exploratory Design and Engineering I: This introductory course is designed for students who have an interest in drawing, design, and engineering. The course will provide students with fundamentals and an appreciation for the basic knowledge of mechanical, architectural, and engineering design. This course encompasses proper lettering, use of measuring scales, use of design equipment, single, multi view and isometric drawings, and basic residential design. The Engineering Design Process will be followed as students identify, analyze, predict, and test solutions to problem-based projects. The students will analyze and interpret data, construct explanations, and design solutions. This course will provide students a foundation for the Design & Engineering and Architecture programs at the high school.

Introduction to Art: This class helps develop drawing skills using nature, figures, still life, and perspective studies. The student will gain an understanding of composition by working with the elements of art: color, line, space, shape, texture, value, and form; and the principles of art: balance, variety, movement/rhythm, harmony/unity, proportion, contrast (size) and emphasis. The class will provide training and experience in painting, printmaking, lettering, sculpture, pottery, and/or technology. A sketchbook containing outside assignments will be kept helping the student develop sequential thought processes, and creative ideas.

Introduction to Drawing and Design: Did you every say, "I can't draw a straight line" or "I don't know how to draw"? This course is designed to teach you the 'tricks' of drawing. What an artist inherently knows about looking, seeing, and spatial relationships can be learned. The right side of the brain is the creative side. By learning to tap this creativity, anyone can learn to draw better. The book Drawing on the Right Side of the Brain, by Betty Edwards, is used as the main resource for this class. By practicing the techniques learned in this class and studying other artists' work, anyone can become more skilled at drawing, the beginner as well as the advanced artist. Methods of drawing include contour, spatial relationships, and proportional relationships.