

RIVER VALLEY MIDDLE SCHOOL

COURSE DESCRIPTIONS 2010 - 2011

**Language Arts, Math, Reading,
Science, Social Studies, Physical
Education, Band, Chorus, Art,
Business, Foreign Language, Health,
Library/Guidance, Music/Fine Arts,
Technology Education**

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Mission Statement

To provide the opportunity for quality learning and independent thinking today and tomorrow.

**James Radtke, Principal
Theresa Brown, School Counselor**

6TH GRADE COURSES

Baxter, Barb – U.S. History

Davis, Terri - Science

Finn, Joanne – Math

Hauri, Susan – Reading

Ring, Jennifer- Language Arts

Frosch, Tracy – LD Services

Thier, Michelle – CD Services

Smigielski, Beverly – Academic Learning Lab

Brown, Theresa – Guidance

Cavagnetto, Tony – Music, Band

Ehlinger, Nick – Chorus

Quale, Susan – Art

Ross, Cheryl – Computers

Thering, Linda – Library

Johnson, Jeff – Physical Education/Health

Wilsing, Laura – Physical Education

6th Grade Core Classes

Each class is year-long and meets daily.

Language Arts

Math

Reading

Science

U.S. History

6th Grade Physical Education

A required class, meets on Mondays and Wednesdays (Day 1), or Tuesdays and Thursdays (Day 2), Fridays alternate between Day 1 and Day 2.

6th Grade Exploratories

Each required class meets daily for seven weeks. Sixth graders will have one exploratory each seven week period.

Art

Computers

Health

Library/Guidance

Music

6th Grade Electives

Band 6 - each class is year-long and meets opposite chorus, physical education, or study hall.

Chorus 6 - each class is year-long and meets opposite band, physical education, or study hall.

6TH GRADE COURSE DESCRIPTIONS

CORE CLASSES

LANGUAGE ARTS 6

Language Arts in sixth grade is a combination of reading, writing, speaking, listening, and critical thinking skills. Students will have the opportunity to develop these skills in a variety of ways throughout the school year. Daily warm-ups in class will address skills such as sentence editing, grammar, punctuation, vocabulary, word study skills, and reference skills. Students will also complete weekly in-class writing prompts on many different writing topics to help them become more confident writers and encourage creativity.

More specifically, students will build their writing skills by using the Six Traits Model of Writing to guide them through the writing process. These Traits include: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. For Ideas, students will focus on developing a writing topic and using specific details in their writing. With Organization, students will create writing with an interesting introduction, using sequence words and transitions, and ending with a conclusion that ties all of their ideas together. To develop Voice, students will identify their purpose for writing and write in a way that is appropriate for their intended audience. Students will work on Word Choice by selecting intriguing words and phrases to enhance their writing. For Sentence Fluency, students will practice constructing sentences of various types so that their writing will “flow” when read by others. In addition, students will continue to work on Conventions within their writing, by improving their spelling, punctuation, capitalization, grammar, and usage skills.

Furthermore, students will read novels, short stories, and plays; write within the four modes of writing (expository, descriptive, persuasive, and narrative); learn effective spelling strategies; review the parts of speech; complete individual and group projects; and participate in a variety of classroom activities.

MATH 6

All of the sixth grade math classes will begin using Impact Mathematics. It is a program combining both traditional curriculums along with incorporating an active involvement on the part of students in making sense of important mathematical ideas.

Impact mathematics does require more reading and writing than your child may be used to from their previous math experiences. Students will need to learn to read questions carefully as well as write out and fully explain answers. Many questions are often 2-3 part which may require multiple steps and possibly more than one answer.

Impact Mathematics is written to help students use and sharpen their own logical thinking and learn to be comfortable with the abstractions that give mathematics its power. Students will be given the opportunity to develop their ideas and mathematical imagination, as well as acquire the skills that support their good thinking plus the ability to express their ideas clearly to others.

Impact Mathematics is both a comprehensive program, including number & operations, proportional reasoning, geometry, probability and data, as well as a program focused on the development of algebraic thinking.

All students will start the year with a math inventory to rate where they are at with their math skills. After the initial inventory, I plan on moving forward based on each class's needs and abilities. It is essential that all students know their multiplication facts. Multiplication facts play an important role with a students' math progression. Please take the time and check with your student to make certain they know their multiplication facts. If your student is having some difficulty with their facts they should practice each evening. I am available to share games and ideas to help students master their math facts. There are 3 different sessions of math instruction offered; students are placed in a class based upon their math abilities including test scores and teacher evaluation. Fundamental math class is team taught between Mrs. Finn and Mrs. Frosch.

Grading for math is broken into 4 categories: assignments at 25%, class work at 30%, quizzes/tests at 35% and responsibility at 10%. Items considered under class work will include: cooperating with others during partner or group activities, willing to help & learn from others, respecting class room rules and a positive attitude. Responsibility grade includes: coming to class prepared with completed assignment, pencil, red pen, textbook and notebook. All students have the opportunity to earn extra credit by making corrections on returned work. This is an excellent way for students to review concepts taught in class as well as earn extra points.

All students will need a 1-inch 3-ring binder, notebook paper & dividers to place in the notebook. Students will often take notes in class which should be kept in their binders and reviewed regularly.

READING 6

In Reading 6, students learn through explicit reading instruction and individualized reading practice. Skills and concepts addressed in Reading 6 include (but are not limited to) reading fluency, utilizing context clues, inferential and evaluative thinking, making generalizations, determining main idea/theme, cause and effect relationships, visualization, figurative language, literary elements, and vocabulary enrichment. Readers will interact with short stories, plays, novels, poetry, and expository material. Students also learn effective spelling strategies.

Since successful individual practice is essential to a student's reading growth, Accelerated Reader software is utilized in the Reading 6 classroom. Students select books appropriate to their abilities and read during scheduled class time and at home. Then, a student shows his or her comprehension of each book read by completing a computerized multiple-choice quiz.

At River Valley Middle School, the Reading 6 and Language Arts 6 curricula work in concert to provide interrelated experiences in reading, writing, listening, speaking and viewing.

SCIENCE 6

The areas of emphasis in sixth grade science are the environment and physical science. Environmental problems, energy use, energy conservation, and technology are focuses throughout the year. Units in the physical science area include matter, heat, electricity, force and motion, simple machines, and radiant energy. A significant amount of math and writing is incorporated into the curriculum. Metric measurement is used exclusively for measuring. Students keep a journal which provides a means of communicating their use of the inquiry skills. Students use computer technology to prepare and present projects to the class.

U.S. HISTORY 6

This course is a continuation from fifth grade where they studied our U. S. History from the colonies through the Civil War. In 6th grade, students will study the Reconstruction of the United States right after the Civil War through the Vietnam War. Other units of study are Westward Expansion, Industrialization, Immigration, the Progressive Era, The Great War, the Great Depression, World War II and Civil Rights. During several of these units, students will have a guest speaker who dresses in that particular era and tells their story, enlightening students as to what it was really like during that time period in our history.

PHYSICAL EDUCATION 6

Course Description

- Required for **all** 6th grade students.
- Length of course is one school year.
- Unit length varies from 2 weeks to 5 weeks.
- Emphasis is on skill development, fitness, cooperation and participation.

Units Covered

Swimming – The class is divided into swimmers and non-swimmers. The non-swimmers have lessons on kicking, arm strokes, breathing, etc. Swimmers have a timed aerobic swim. The laps are counted and recorded as an assessment for their grade.

Speedball – A valuable co-educational activity that combines the skills of basketball, soccer and football.

Fitnessgram – A comprehensive health-related fitness and activity assessment designed to help students establish physical activity as a part of their daily lives.

Team Handball – Basic throwing, catching, dribbling, and general defensive skills are emphasized along with agility and cooperation.

Roller Skating – An unusual unit where the *transitional* athletic skills are not necessary. Control and fun are the top priorities.

Basketball – A conventional unit of basic dribbling, passing, and shooting skills, and offensive and defensive strategies.

Square and Social Dance – A musical activity of novice square and social dance patterns. Proper dance etiquette is stressed.

Volleyball – The other conventional unit where traditional skills of setting, serving, forearm passing and spiking are taught. Lead-up games where all students are involved is a priority.

Aerobic Fitness – While skill development and participation in various physical activities are vital components in any physical education program, this unit incorporates numerous stations designed to increase heart rates, build muscular strength and endurance, and increase flexibility.

Matball – Lead-up game for softball that is played in the gym. This aerobic activity allows all students to be involved at the same time.

Track and Field – High jump, shot put and long jump are the field events. The running events are as follows: 100, 200, 400 & 800 meter individual and team relays.

Floor Hockey – a conventional unit of hockey played indoors on the floor with plastic sticks and a plastic puck.

6TH GRADE EXPLORATORIES

ART 6

Art 6 expands on not only the artistic skills that have been developed during elementary art classes, but students will also be introduced to new techniques and skills. A continuation of incorporating the elements of art and principles of design will occur during the Art 6 course. Students will expand their creativity by utilizing a wide variety of materials and approaches to making art. They will use creative thinking skills, craftsmanship skills, decision making skills, and critique to create and design coil pottery, watercolor and tempera paintings, realistic drawings, architectural drawings, and computer graphics. Making choices, figuring out how to fix things to improve the product, creative thinking, critique, making decisions and following through, being held responsible to complete a project.

BUSINESS EDUCATION 6

Computers Six

Computers Six is a seven-week course required for all River Valley Middle School sixth grade students. In the course, learners will continue to develop their keyboarding skills and will also build upon their keyboarding speed and accuracy. They will develop formatting skills for documents such as letters, reports, and outlines which will be needed for preparing assignments in other courses. Students will also complete a short video as well as further develop their presentation skills. Learners will utilize the simulation, *The Dream Team*, to develop these skills. Incorporated into this simulation are Microsoft Word, Excel, and Publisher. Students will also work with Paint, Windows Movie Maker, WisCareers, and the Internet.

HEALTH EDUCATION 6

Sixth grade health education is a seven week exploratory class that is required for all sixth grade students at River Valley Middle School. The course is divided into four separate topic areas. A brief summary of those topic areas are as follows:

Introduction to Health

In two to three sessions students are introduced to holistic health (physical, mental, and social aspects) and how all three are intertwined together. Students learn that in order to be truly healthy, a person needs to be strong in all three areas. During this time, it is emphasized for students to feel comfortable with talking about and dealing with certain health issues that may be relevant to them at this time.

Exercise and Fitness

Over the next four sessions, students will begin to examine the benefits of being involved in physical activity. Much of class discussion is tied into the students' physical education class as well as any type of extra-curricular activities that they may be involved in at the current time. Students learn the three components of fitness (strength, flexibility, and cardiorespiratory endurance) and how certain activities will allow a person to improve in one of these areas or another. Students will be taught how to measure resting pulse rates as well as exercise heart rates and begin to understand training or target health rates. Small assignments are required as well as a unit test on holistic health and exercise and fitness concepts.

Drugs, Alcohol, and Tobacco

Over the next three weeks, students will learn about the different kinds of drugs and how they effect the human body. Students will understand the difference between drug use, misuse, and abuse and will investigate reasons why a person may abuse certain drugs. Students will also look at alternatives to using drugs and ways to experience a "natural high". A special emphasis will be put on alcohol and tobacco as two main drugs that are commonly used in American society and how they effect the human body and cause for more risk-taking behaviors. Students will begin to understand how to deal with peer pressure by being assertive. A class period will be spent looking at advertisements and different kinds of selling techniques that are used to promote alcohol and tobacco. Small assignments are required which help to open the door to talking to older adults such as parents, brothers or sisters, teachers, neighbors, etc., as well as a unit test on drugs, alcohol, and tobacco.

Human Growth and Development/Human Relationships

During this one and a half week unit, students will learn about physical and emotional changes that occur to males and females due to adolescent puberty. The female reproductive system will be covered as well as the female menstrual cycle. The male reproductive system will also be covered. Fertilization will be defined. A video will be shown entitled "Kids to Kids – Talking about Puberty" to help to reinforce concepts taught in classroom discussion. Students will also determine qualities they like in other people as they begin to discuss male and female relationships. Adolescent pregnancy will be discussed as well as dealing with peer pressure and assertiveness in a relationship. Appropriate ways to show affection towards a special friend of the opposite sex will be examined. Development and birth of a child will be briefly introduced. A required assignment to interview a parent about adolescent puberty will be given. A unit test on human growth and development and human relationships will also be given.

LIBRARY/GUIDANCE 6

This seven-week exploratory is divided into 3 ½ weeks of library instruction and 3 ½ weeks of guidance instruction.

Library Skills

In Library Skills, students review using the online Destiny Library Catalog to find materials both for leisure reading and for research in the library and then locate them on the shelves using the Dewey Decimal Classification System. Projects are completed using both the materials in the library and relevant and reliable resources on the Internet. Students use the online databases including SIRS Discoverer, the World Book Online encyclopedia, EBSCO Magazine index, Britannica Online Encyclopedia, and other BADGERLINK resources to complete the project. They learn how to use Soundzabound for Royalty Free Music to download into projects. Web page evaluation is taught and students design their own basic web page incorporating the information needed to make their web page a “good” and “reliable” source. They are also taught how to narrow their Internet searching to get the best results. Special emphasis is placed on correctly citing sources used for research using such programs as EasyBib.

Guidance

Classroom Guidance instruction alternates with Library instruction as one of the exploratory classes offered for all 6th grade students. Topics typically include respect, decision-making skills, peer pressure, self-esteem, problem-solving techniques, diversity, anger, stress, bullying, internet safety and study skills. Topics may change depending on student needs or concerns throughout the year. Instruction is done in a variety of ways including using videos, worksheets, hands-on activities, games, group and individual work, role playing and/or skits, discussion time, and journaling.

MUSIC 6

Sixth grade general music meets daily for seven weeks. It is a “hands on” course involving music listening, rhythm reading, percussion and choir chime performance, and music composition.

6TH GRADE ELECTIVES

BAND 6

The sixth grade band is for students who wish to learn to play a wind or percussion instrument. Full band meets three days per week, and each student receives an individual or small group lesson once a week. All classes meet during the school day. The sixth grade band also performs several public concerts during the year.

CHOIR 6

Class Description:

6th Grade Choir serves as the beginning level to the middle school vocal music program. New members may join choir at any time throughout the year. Choir meets on alternate days and is a performance based class. In addition to the large group classes, students also attend a given number of individual or small group lessons each quarter. Fundamental note reading, part singing, basic vocal technique, examination of music theory and exposure to various musical styles are some of the core content areas covered in middle school choir. Non-academic goals include promotion of self discipline and motivation, aesthetic awareness, cultural exposure, social harmony, creativity, emotional expression and appreciation of diversity. Because of the performance based nature of the class, drops are permitted only at the ends of semesters.

Required Performances:

Choir students are required to perform in all scheduled school concerts and participate in the statewide large group festival. The dates for these events are listed on the district calendar, and will also be given to the students to bring home on the first day of class. Students will only be excused from performances for family emergencies, illness or important family events. A note or phone call (588-2556, ext. 116) from a parent is required to excuse an absence from a required performance. Report any absence as far in advance as possible so performance details can be rearranged. A phone call or note after a concert will not constitute an excused absence.

Grading:

Choir is a graded class. Learning occurs through concentration and cooperative participation during rehearsal and performance. Students earn a specified number of points each week, and are also graded for each lesson. Points are deducted for non-participation, lack of effort, and poor behavior. Concerts and other performance events are considered tests, and an unexcused absence from a required concert results in a failing score for that particular performance.

Solo and Ensemble:

All choir students have the option to participate in solo and ensemble each year. Information regarding solo and ensemble is presented each year during the winter, and students that choose to be involved prepare their solos and ensembles during a regularly scheduled weekly lesson. Though a student must be part of a school music program to participate in this music event, solo and ensemble is entirely optional and is not a part of any student's choir grade.

7TH GRADE COURSES

Benish-Holmes, Tina – Language Arts

Griswold, Michael – Geography &
World Culture

Briehl, Jane – Math

York, Jolene – Biology

Hogan, Kelly – LD Services

Thier, Michelle – CD Services

Smigielski, Beverly – Academic Learning Lab

Cavagnetto, Tony – Band

Ehlinger, Nick - Music, Chorus

Licht, Jamie – Technology Education

Quale, Susan – Art

Ross, Cheryl – Business Skills

Seybold, Laura – Spanish 7

Johnson, Jeff – Physical Education

Wilsing, Laura – Physical Education/Health

7th Grade Core Classes

Each class is year-long and meets daily.

Biology

Geography & World Culture

Language Arts

Math

7th Grade Physical Education

A required class, meets on Mondays and Wednesdays (Day 1),

or Tuesdays and Thursdays (Day 2), Fridays alternate between Day 1 and Day 2.

7th Grade Exploratories

Each required class meets daily for 12 weeks. Seventh graders will have two exploratories each 12 week period.

Art

Business Skills

Health

Music

Spanish

Technology Education

7th Grade Electives:

Band 7 – each class is year-long and meets opposite chorus, physical education, or study hall.

Chorus 7 – each class is year-long and meets opposite band, physical education, or study hall.

7TH GRADE COURSE DESCRIPTIONS

CORE CLASSES

BIOLOGY 7

Biology is the study of living organisms and vital processes. In this class we will cover the following topics: Basic Scientific Methods, Cell Organization and Processes, Heredity, Classification, Kingdoms, Human Body Systems, and the Environment, including local ecosystems. Through readings, labs, and research students will learn about the intricate weavings of the world in the biological sense.

GEOGRAPHY AND WORLD CULTURE

Seventh grade Social Studies focuses on the study of geography and cultures. Location, Place, Region, Movement, and Human and Environment Interaction are the themes used in our study of geography. Regions of the world are explored by focusing on the physical and human geography of a given area. Geographical and cultural connections allow us to relate present-day ideas with historical perspectives.

LANGUAGE ARTS 7

- The class focuses on improving reading, writing, speaking, and creative and critical thinking skills.
- Each student is expected to effectively and creatively communicate ideas, interests, and goals through written work, verbal presentations and general discussions, and creative projects.
- This class utilizes the skills and strategies of the reading process for students to understand, appreciate, and respond to literary and non-literary text.
- The Traits of Writing are reviewed and practiced by students
- For various types of activities, the student is required to locate, organize, and accurately use credible information using multiple sources.
- Student will work in various learning situations.

MATH

Fundamental Math 7

In this course, students will begin by extending their knowledge of arithmetic and adding and subtracting fractions and mixed numbers with unlike denominators, multiplying and dividing fractions and mixed numbers, and multiplying and dividing decimals.

Next, students learn how to use percents to represent a part of a whole. They convert among percents, fractions, and decimals. They also find percents of quantities, and use percents to compare

parts of different-sized wholes. Students will apply percents to situations such as finding sale prices for items with a percent discount. They also solve problems that involve finding the percent of a whole that is represented by a part and the size of a whole when a given percent represents a given part.

Students will be introduced to a more formal way of making and interpreting graphs and will use graphs throughout their school year. Students will also work with mathematical tools for analyzing data to help them uncover and understand the story behind the data.

Students will examine variables and use them to describe rules and build mathematical expressions. Students begin by learning that a variable is a quantity that changes in value. They use letters to represent variable quantities and examine symbolic expressions that describe patterns in sequences and tables of numbers. They see that different symbolic expressions can sometimes describe the same pattern. Students then use rules, expressed in symbolic form, to study real-life situations. They translate verbal descriptions of situations into symbolic form. Students see how these symbolic expressions can be used to clarify and study relationships between variable quantities. Finally, students use what they know about operations to simplify expressions and write them in equivalent forms.

To end the year, students will work with geometry and measurement. They will learn how to measure, draw, and classify angles. They will investigate relationships between angles formed by intersecting lines as well as the measures (and the sum of the measures) of the interior angles of any polygon. They will also learn how to measure other aspects of polygons, including perimeter and area.

Math 7

To start the year, students will extend their knowledge by learning how to measure, draw, and classify angles. They will investigate relationships between angles formed by intersecting lines as well as the measures (and sum of the measures) of the interior angles of any polygon. Students will also learn how to measure perimeter and area of polygons. They will be introduced to pi (π) in the context of finding circumferences of circles and learn to use formulas to help them find these measurements. Students study squaring and taking the square root of a number which will enable them to find side lengths of right triangles, work with the Pythagorean Theorem, and apply the Pythagorean Theorem to real-world situations.

Students will look at true and false equations. They learn that if an equation contains a variable, the values of the variable that make the equation true are called *solutions* of the equation. Next, students learn about two methods for solving equations. The backtracking method, which can be used to find solutions for many equations in which the variable occurs only once. The second method, called the guess-check-and-improve method, allows students to find exact or approximate solutions for an even broader group of equations.

Students will then be working with data and probability. They will conduct simple experiments to determine experimental probabilities, calculate theoretical probabilities in simple situations with a small number of equally likely outcomes, calculate measures of central tendency, as well as interpret bar graphs, line graphs, circle graphs, line plots, and stem-and-leaf plots.

Students then move into understanding expressions. They will manipulate expressions and investigate writing algebraic expressions and formulas that relate to specific situations. Then students will be introduced to the distributive property, as they become familiar with concrete models, they are introduced to symbolic representations using flowcharts and tables.

Now students move into working with geometry in three dimensions. They will use blocks to build patterns and use algebraic expressions to describe their patterns. They will describe the number of blocks in each stage of their patterns as well as the number of blocks added to go from one stage to the next. Students will explore the relationship between surface area and volume.

Next, students work on gaining an understanding of the product, quotient, and powering laws of exponents. They will investigate exponential growth and exponential decay in both abstract and real-world situations as well as work with powers of 10 and learn how to express large numbers in scientific notation.

Accelerated Math 7

In Accelerated Math 7, students will begin by working with data and probability. They will conduct simple experiments to determine experimental probabilities, calculate theoretical probabilities in simple situations with a small number of equally likely outcomes, calculate measures of central tendency, as well as interpret bar graphs, line graphs, circle graphs, line plots, and stem-and-leaf plots.

Students then move into understanding expressions. They will manipulate expressions and investigate writing algebraic expressions and formulas that relate to specific situations. Then students will be introduced to the distributive property, as they become familiar with concrete models, they are introduced to symbolic representations using flowcharts and tables.

Now students move into working with geometry in three dimensions. They will use blocks to build patterns and use algebraic expressions to describe their patterns. They will describe the number of blocks in each stage of their patterns as well as the number of blocks added to go from one stage to the next. Students will explore the relationship between surface area and volume.

Next, students work on gaining an understanding of the product, quotient, and powering laws of exponents. They will investigate exponential growth and exponential decay in both abstract and real-world situations as well as work with powers of 10 and learn how to express large numbers in scientific notation.

Students will then move into working with signed numbers (negatives). They will be introduced to addition, subtraction, multiplication and division of negative numbers. Graphing on the coordinate plane is introduced, and students learn how to calculate lengths on a coordinate graph using the Pythagorean theorem and the distance formula. Finally, students learn to evaluate expressions involving negative exponents.

Students will complete the year looking at linear relationships. They will begin learning about rates and how to represent them in words, tables, symbolic rules, and graphs. Then they relate speed to the slope, both positive and negative, of a graph of distance over time. Students learn to use change to see if a pattern is linear or not, graph the relationships in the pattern, learn how to determine the symbolic rule from the graph, and how to predict the graph from the symbolic rule. After being introduced to the standard form for the symbolic rule for linear relationships ($y = ax + b$), students are introduced to techniques for determining a and b in the rule.

PHYSICAL EDUCATION 7

Course Description

- Required for **all** 7th grade students.
- Length of course is one school year.
- Unit length varies from 2 weeks to 5 weeks.
- Emphasis is on skill refinement, fitness, cooperation and participation.

Units Covered

Swimming – The class is divided into swimmers and non-swimmers. The non-swimmers have lessons on kicking, arm strokes, breathing, etc. Swimmers have a timed aerobic swim. The laps are counted and recorded as an assessment for their grade.

Speedball – A valuable co-educational activity that combines the skills of basketball, soccer and football.

Fitnessgram – A comprehensive health-related fitness and activity assessment designed to help students establish physical activity as a part of their daily lives.

Team Handball – Basic throwing, catching, dribbling, and general defensive skills are emphasized along with agility and cooperation.

Roller Skating – An unusual unit where the *traditional* athletic skills are not necessary. Control and fun are the top priorities.

Basketball – A conventional unit of basic dribbling, passing, and shooting skills, and offensive and defensive strategies.

Square and Social Dance – A musical activity of novice square and social dance patterns. Proper dance etiquette is stressed.

Volleyball – The other conventional unit where traditional skills of setting, serving, forearm passing and spiking are taught. Lead-up games where all students are involved is a priority.

Aerobic Fitness – While skill development and participation in various physical activities are vital components in any physical education program, this unit incorporates numerous stations designed to increase heart rates, build muscular strength and endurance, and increase flexibility.

Matball – Lead-up game for softball that is played in the gym. This aerobic activity allows all students to be involved at the same time.

Disc Golf – a lifetime recreational activity that is played much like traditional golf. Instead of a ball and clubs, however, players use a flying disc or Frisbee.

Floor Hockey – a conventional unit of hockey played indoors on the floor with plastic sticks and a plastic puck.

7TH GRADE EXPLORATORIES

ART 7

Art 7 is a survey course that explores numerous artistic media and styles. Students will be concentrating on developing skills in drawing, painting, ceramics, sculpture, printmaking, and computer graphics. Along with the development of fine motor skills, students will be continuing to develop their art vocabulary, critical thinking skills, decision making skills, and creative thinking skills. Various artists and artistic styles will be researched and critiqued. In each lesson the principles and elements of design will be incorporated as well as continuing to acquire pride for their work and efforts in attaining a high level of craftsmanship in all that they do.

BUSINESS EDUCATION 7

Business Skills

Business Skills is a twelve-week exploratory class required of all seventh grade students at River Valley Middle School. It is designed to give students an introduction to some of the basic business skills essential for success in today's world. In the course, students will acquire intermediate word processing skills while practicing previously learned keyboarding skills. Learners will continue to build keyboarding speed and accuracy. They will also learn and work with design elements in addition to WisCareers to further create documents using desktop publishing software. Students will enhance documents using digital camera and scanner technology as well. Learners will manage a checkbook and learn the basics of credit. Spreadsheet software will be utilized in preparing a budget. Students will also gain an awareness of advertising and how it affects individuals in today's society. Class members will work in groups to create a short advertising video using Windows Movie Maker that they will then present to their classmates. The Internet, Smart Board equipment and software will be used as supplements in class activities.

HEALTH 7

Course Description

- Exploratory course required for all 7th grade students
- Length of course: 12 weeks
- 3-4 week units

Unit 1 – Nutrition/Fitness

The connection between a healthy lifestyle and an improved quality of life is a well known fact. Good Nutrition and daily exercise are key components of obtaining that improved quality of life. This unit covers the following objectives.

- See healthful foods in a positive environment
- Assess current food habits

- Recognize and recall portion sizes
- Read and use food labels to make smart choices
- Discuss available menu choices when dining out
- Use food groups to plan balanced meals
- Recognize media and peer influences on eating behavior
- Recognize how food can fuel and prepare our bodies for exercise
- Identify different areas related to fitness
- Assess current activity habits
- Discuss and experience how technology can be used for safety and motivation when exercising

Unit 2 – Safety and First Aid

Everyone needs to know what to do in an emergency *before* medical help arrives. Since you may be faced with an emergency in your lifetime, it's important to know how to recognize an emergency and how to respond. After you complete this course you should be able to:

- Identify ways to prevent injury and/ or illness
- Recognize when an emergency has occurred
- Follow the three emergency action steps in any emergency
- Provide basic care for the victim until professional medical help arrives
- Understand the devastating effects of shaken baby syndromes

Unit 3 – Human Growth & Development

The purpose of the Human Growth and Development unit is to support students in gaining a positive view of sexuality and providing them with developmentally appropriate knowledge and skills to make decisions now and in the future. It is intended to give students reliable factual information in place of the myths and misinformation surrounding human development and sexuality. This unit covers the following objectives:

- Establish a set of class ground rules that will create a positive classroom environment for instruction of the Human Growth and Development unit
- Describe ways to enhance ones self-esteem
- Describe adolescence as a stage of human development
- Explain the role of the pituitary gland during puberty
- Compare the physical and nonphysical changes that occur during puberty and identify coping skills
- Identify the anatomy of the human reproductive system
- Explain the physiology of the human reproductive system
- Describe fertilization and how it relates to the menstrual cycle
- Describe changes that occur to the mother and fetus during the stages of pregnancy
- Compare characteristics of friendships and dating relationships
- Generate guidelines for healthy relationships
- Describe the consequences of adolescent sexual activity
- Explain how abstinence from sexual intercourse is the healthiest lifestyle choice for adolescents

- Describe the symptoms and treatment of sexually transmitted infections, including HIV/AIDS

MUSIC 7

Class Description:

Music 7 is a twelve week course for 7th grade students. Course content is drawn from the following series of overlapping units.

- ***Rhythmic and Melodic Notation:*** Students build upon elements of music theory covered in Music 6 and apply this knowledge to practice and performance involving handbells, drums and pianos.
- ***Music History:*** Students examine the lives and work of musicians throughout history. Each student researches composers and performers and creates web-based presentations based on specific criteria.
- ***Guided Listening:*** Using appropriate terminology, students analyze and evaluate a broad range of musical selections. Each student prepares and presents at least one guided listening example to the class.
- ***Drumming:*** In both solo and group settings, students demonstrate techniques for playing drums and other percussion instruments from various multicultural traditions.
- ***Keyboarding:*** Students use electronic pianos to explore music theory components, composition and improvisation.
- ***Electronic Music:*** Students use electronic media to explore multi-track recording and the mixing of pre-recorded music.
- ***Handbells:*** Students build upon music reading and performing techniques learned while playing choir chimes in Music 6. Using the handbells, students demonstrate proper playing and reading technique while rehearsing and performing developmentally appropriate literature.
- ***Guitar:*** Students learn beginning guitar technique while using classroom acoustic guitars. Music is presented through a combination of guitar tablature and traditional notation. Beginning chording is also presented.

Grading:

Music 7 is a graded class. Learning occurs through consistent concentration, responsible behavior, and cooperative class participation and discussion. Students earn a specified number of points each week, depending on the level of participation and effort. Points are deducted for non-participation, lack of effort, and poor behavior. In-class assignments, quizzes, tests and any performances are also graded.

SPANISH 7

This twelve-week course introduces students to Spanish language, writing, conversation and grammar. Through a series of thematic units and various projects, student will obtain beginning knowledge in the area of Spanish including cultural aspects of Spanish-speaking people. This course is also required for any students who wish to take *Spanish I* in 8th grade.

TECHNOLOGY EDUCATION 7

Exploring Technology

During this 12 week course, students will spend 6 weeks in the Engineering / Design classroom and 6 weeks in the Manufacturing lab. During the Design and Modeling unit, students will use geometry, problem-solving, teamwork, and project management skills to design and develop product prototypes. The Manufacturing unit will introduce students to shop safety, basic woodworking, sheet metal fabrication, and plastic processes.

7TH GRADE ELECTIVES

BAND 7

The seventh grade band builds and expands on the fundamentals taught in sixth grade band. In late September or early October the seventh grade band joins with the eighth grade band for the homecoming parade. Students in seventh grade band may also participate in a SWMA Solo/Ensemble Festival in March. The seventh grade band also participates in the SWMA Band Contest held in early May. In addition to the SWMA Band Contest, the seventh grade band plays several public concerts. Band meets 3 days per week with each students receiving individual or small group lessons once per week. Rehearsals and lessons are during the school day.

CHOIR 7

Class Description:

7th Grade Choir is a continuation of the skill building begun in 6th Grade Choir. New members may join choir at any time during the year. Choir meets on alternate days and is a performance based class. In addition to the large group classes, students also attend a given number of individual or small group lessons each quarter. Fundamental note reading, part singing, basic vocal technique, examination of music theory and exposure to various musical styles are some of the core content areas covered in middle school choir. Non-academic goals include promotion of self discipline and motivation, aesthetic awareness, cultural exposure, social harmony, creativity, emotional expression and appreciation of diversity. Because of the performance based nature of the class, drops are permitted only at the ends of semesters.

Required Performances:

Choir students are REQUIRED to perform in all scheduled school concerts and participate in the statewide large group festival. The dates for these events are listed on the district calendar, and will also be given to the students to bring home on the first day of class. Students will only be excused from performances for family emergencies, illness or important family events. A note or phone call (588-2556, ext. 116) from a parent is required to excuse an absence from a required performance. Report any absence as far in advance as possible so performance details can be rearranged. A phone call or note after a concert will not constitute an excused absence.

Grading:

Choir is a graded class. Learning occurs through concentration and cooperative participation during rehearsal and performance. Students earn a specified number of points each week, and are also graded for each lesson. Points are deducted for non-participation, lack of effort, and poor behavior. Concerts and other performance events are considered tests, and an unexcused absence from a required concert results in a failing score for that particular performance.

Solo and Ensemble:

All choir students have the option to participate in solo and ensemble each year. Information regarding solo and ensemble is presented each year during the winter, and students that choose to be involved prepare their solos and ensembles during a regularly scheduled weekly lesson. Though a student must be part of a school music program to participate in this music event, solo and ensemble is entirely optional and is not a part of any student's choir grade.

8TH GRADE COURSES

Kuenster, Jenna – Math	Cavagnetto, Tony – Band
McGuire, P.J. – Civics	Ehlinger, Nick – Music, Chorus
Ouimet, Daniel – Earth Science	Graffunder, Shari – Agriculture
Digman, Rachel – Language Arts	Licht, Jamie - Technology Education
Jacobson, Cheri – LD Services	Quale, Susan – Art
Thier, Michelle – CD Services	Ross, Cheryl – Business Education
Smigielski, Beverly – Academic Learning Lab	Seybold, Laura – Spanish I

Johnson, Jeff – Physical Education
Wilsing, Laura – Physical Education

8th Grade Core Classes: each class is year-long and meets daily.

Civics
Earth Science
Language Arts
Math

8th Grade Physical Education: a required class, meets on Mondays and Wednesdays (Day 1), or Tuesdays and Thursdays (Day 2), Fridays alternate between Day 1 and Day 2.

8th Grade Exploratories: each class is 9 weeks in length and meets daily. Students choose seven classes, with no more than two selections from any one exploratory area. Careers is a required exploratory.

Agri-Science:

Animals in Society
Aquatic Life and You
Plants and the Environment

Art:

Drawing
Graphic Design
Painting
Sculpture/Ceramics

Business:

Careers (required exploratory)
Fun with Keyboarding
Student Publications
Web Page Design and Multimedia

Foreign Language:

Spanish I

Music:

Drama
Intermediate Handbells & Guitar

Technology Education

Engineering
Flight and Space
Manufacturing
Robotics

8th Grade Electives:

Band 8 - each class is year-long and meets daily.

Chorus 8 - each class is year-long and meets opposite physical education.

8TH GRADE COURSE DESCRIPTIONS

CORE CLASSES

CIVICS 8

In Civics: Government and Economics in Action, students will learn about the United States government and economy - and how they can participate as an active citizen. Themes to be addressed are:

Citizenship	Founding Documents
The Federal Government	State and Local Government
Foundation of Economics	Our Government and the Economy
The Legal System	People Who Make a Difference
Project Citizen	Service Learning

EARTH SCIENCE 8

By studying Earth, its composition, history, and the processes that shape it, students will gain a better understanding of the planet on which they live. Understanding Earth's lithosphere, hydrosphere, and atmosphere allows students to make responsible choices and to evaluate the consequences of their choices. In order to accomplish this end, students are provided a requisite suite of skills in the nature of science, scientific inquiry, matter, and the International System of Units. Earth science literacy is enhanced by incorporating as many hands-on laboratory experiences as possible. The laboratory experiences incorporate strategies to develop critical and creative thinking, pushing for answers when answers are not always apparent.

LANGUAGE ARTS 8

Accelerated Language Arts

Students in Accelerated Language Arts complete advanced coursework above and beyond the regular 8th grade curriculum. Students are expected to be able to work independently on reading, writing, and vocabulary. Part of the coursework of Accelerated Language Arts is a Writing Workshop in which students decide on the topics they want to write about and attempt to publish their work. Students in Accelerated Language Arts are exposed to the works of famous, influential authors and complete a study of a novel, writing a literary analysis paper as the outcome. Writing activities focus on persuasive writing, memoir writing, research, and traditional essay writing. The coursework in the class is meant to prepare students for accelerated and college prep curriculum at the high school level.

Literature and Writing Language Arts

Students in Literature and Writing Language Arts are responsible for reading independently and maintaining a writing notebook. Throughout the year, students will participate in Reading and Writing Workshop in which they enjoy free choice reading opportunities and are able to write about topics that interest them. Additionally, they will write persuasively, reflectively, and informatively to represent their learning. Students will complete a study of a novel and use the novel as a tool for examining the world around them. Part of the course also requires students to read news articles taken from national and international news sources, annotate them, and respond to them in their own words. The coursework in this class is meant to prepare students for high school level English curriculum.

Composition Language Arts

Students in Composition Language Arts focus on the basics of writing effectively. Students are given the opportunity to write on topics of their choice in a Writing Workshop setting. They will also examine closely the structure of a story and write stories of their own. Additionally, students in Composition Language Arts will write persuasively, informatively, and reflectively. Students will also complete a study of a novel and respond to the novel in multiple formats based on each student's natural intelligence. Finally, throughout this course, students are expected to read independently each day. The coursework in this class provides students with the basic skills and understanding needed for high school English curriculum.

MATH

Fundamental Math 8

In Fundamental Math 8, students start the school year by exploring and interpreting graphs to understand data. They learn to display data, identify patterns, and draw conclusions based several types of graphs. Students investigate measures of central tendency (mode, median, and mean).

Students examine variables and use them to describe rules and build mathematical expressions. They use rules, expressed in symbolic form, to study real-life situations. Students then use what they know about operations to simplify expressions and write them in equivalent forms.

Students then extend their knowledge of angles by learning how to measure, draw, and classify angles. They will also study perimeter and area. They will be introduced to pi (π) in the context of finding circumferences of circles and will learn to use formulas to help them find these measurements. Students study squaring and taking the square root of a number which will enable them to find side lengths of right triangles, work with the Pythagorean Theorem, and apply the Pythagorean Theorem to real-world situations.

Next, students look at true and false equations. They learn that if an equation contains a variable, the values of the variable that make the equation true are called *solutions* of the equation. Next, students learn about two methods for solving equations – backtracking and guess-check-and-improve.

Students then work with data and probability. They conduct simple experiments to determine experimental probabilities, calculate theoretical probabilities in simple situations with a small number

of equally likely outcomes, calculate measures of central tendency, as well as interpret bar graphs, line graphs, circle graphs, line plots, and stem-and-leaf plots.

Students in this class end the school year by investigating expressions. They manipulate expressions and investigate writing algebraic expressions and formulas that relate to specific situations. Students are introduced to the distributive property as they become familiar with concrete models. Finally, they are introduced to symbolic representations using flowcharts and tables.

Math 8

Students in Math 8 start the year off studying geometry in three dimensions. They use block structures to build patterns and will write algebraic expressions to describe patterns. Students learn to describe a three-dimensional structure by looking at different flat views. They explore the relationship between surface area and volume and will use this knowledge as they explore those relationships while learning about nets that fold into a solid.

Students then work on gaining an understanding of the product, quotient, and powering laws of exponents. They investigate exponential growth and exponential decay in both abstract and real-world situations as well as work with powers of 10 and learn how to express large numbers in scientific notation.

Students explore signed numbers (negatives). They are introduced to addition, subtraction, multiplication and division of negative numbers. Graphing on the coordinate plane is introduced, and students learn how to calculate lengths on a coordinate graph using the Pythagorean Theorem and the distance formula. Finally, students learn to evaluate expressions involving negative exponents.

Next, students look at linear relationships. They begin learning about rates and how to represent them in words, tables, symbolic rules, and graphs. Then they relate speed to the slope, both positive and negative, of a graph of distance over time. Students learn to use change to see if a pattern is linear or not, graph the relationships in the pattern, determine the symbolic rule from the graph, and predict the graph from the symbolic rule. After being introduced to the standard form for the symbolic rule for linear relationships ($y = ax + b$), students are introduced to techniques for determining a and b in the rule.

Students then learn more ways to write, simplify, and solve equations. They review the guess-check-and-improve and backtracking methods and also use balance models to solve basic equations. Students learn to solve symbolic equations by doing the same thing to both sides of the equations. They learn to write equations in the form $y = ax + b$ as they further explore graphing linear equations and writing equations for line graphs.

Finally, students study the basic geometric concepts of congruence and similarity. They explore special cases for showing similarity in triangles and discover why the rigidity of triangles makes this an important figure used to design and construct a building. They learn the term *scale factor* as they investigate the relationship between perimeters and areas of similar figures. They also study the relationship between scale factor and surface area, as well as the relationship between scale factor and volume in three-dimensional figures.

Accelerated Math 8

Students in Accelerated Math 8 start the school year by looking at linear relationships. They begin learning about rates and how to represent them in words, tables, symbolic rules, and graphs. Then they relate speed to the slope, both positive and negative, of a graph of distance over time. Students learn to use change to see if a pattern is linear or not, graph the relationships in the pattern, determine the symbolic rule from the graph, and predict the graph from the symbolic rule. After being introduced to the standard form for the symbolic rule for linear relationships ($y = ax + b$), students are introduced to techniques for determining a and b in the rule.

Students then learn more ways to write, simplify, and solve equations. They review the guess-check-and-improve and backtracking methods and also use balance models to solve basic equations. Students learn to solve symbolic equations by doing the same thing to both sides of the equations. They learn to write equations in the form $y = ax + b$ as they further explore graphing linear equations and writing equations for line graphs.

Next, students study the basic geometric concepts of congruence and similarity. They explore special cases for showing similarity in triangles and discover why the rigidity of triangles makes this an important figure used to design and construct a building. They learn the term *scale factor* as they investigate the relationship between perimeters and areas of similar figures. They study the relationship between scale factor and surface area, as well as the relationship between scale factor and volume in three-dimensional figures.

Students will then revisit the concept of linear relationships. They investigate examples of increasing and decreasing linear relationships. In some cases, these relationships are direct variations or proportional relationships. Students review how to write linear relationships in the form $y = mx + b$ and will understand that the coefficient m is the slope of the line, and that b is the y-intercept. They will learn how to calculate slope and consider collinearity of points. Finally, students review how to write equations of lines using a written description, a table of values, and a graph.

Students then examine quadratic and inverse relationships. They begin by studying quadratic relationships using graphs, tables, and equations. They will learn the general form of a quadratic equation, $y = ax^2 + bx + c$, where a , b , and c are constants. They work with inverse, or reciprocal, relationships in three different forms. Students then explore how equations and graphs of cubic relationships look and compare them to those of linear, quadratic, and inverse relationships.

Next, students review methods they have learned for solving equations before moving on to solve inequalities and systems of equations. They use graphical, tabular, and algebraic methods for solving equations, inequalities, and systems.

Finally, students study algebraic expressions, in particular, polynomials, binomial products, and algebraic fractions. They learn how to expand products of two binomials, including square binomials and differences of squares. They learn how to combine like terms, and they consider how to simplify and combine expressions involving algebraic fractions.

PHYSICAL EDUCATION 8

Course Description

- Required for **all 8th** grade students.
- Length of course is one school year.
- Unit length varies from 2 weeks to 5 weeks.
- Emphasis is on skill refinement, fitness, cooperation and participation.

Units Covered

Swimming – The class is divided into swimmers and non-swimmers. The non-swimmers have lessons on kicking, arm strokes, breathing, etc. Swimmers have a timed aerobic swim. The laps are counted and recorded as an assessment for their grade.

Archery – An introductory life-time activity that develops strength of the chest, abdomen, arms and back, in addition to promoting correct posture.

Fitnessgram – A comprehensive health-related fitness and activity assessment designed to help students establish physical activity as a part of their daily lives.

Team Handball – Basic throwing, catching, dribbling, and general defensive skills are emphasized along with agility and cooperation.

Roller Skating – An unusual unit where the *traditional* athletic skills are not necessary. Control and fun are the top priorities.

Cross Country Skiing – An excellent outdoor, physical conditioner designed to be a lifetime activity. Necessary equipment, appropriate dress, and proper skiing techniques are taught.

Basketball – A conventional unit of basic dribbling, passing, and shooting skills, along with offensive and defensive strategies.

Aerobic Fitness – While skill development and participation in various physical activities are vital components in any physical education program, this unit incorporates numerous stations designed to increase heart rates, build muscular strength and endurance, and increase flexibility.

Volleyball – The other conventional unit where traditional skills of setting, serving, forearm passing and spiking are taught. Lead-up games where all students are involved is a priority.

Softball – One of the few sports in which strength and height are not factors...skill is more important than power. This unit requires development of the fundamental skills of throwing, catching, hitting, and running.

Pickleball – A mini-tennis game played in doubles format in which students learn and develop striking skills with a paddle.

Ultimate Frisbee – a fast-paced outdoor team game that requires the skills of throwing and catching a Frisbee.

Floor Hockey – a conventional unit of hockey played indoors on the floor with plastic sticks and a plastic puck.

8TH GRADE EXPLORATORIES

AGRI-SCIENCE

Animals in Society

This course is designed to study the wide world of animals. We will discuss the large and small animal science industries. We will also cover the basics of reproduction and animal behavior. We will have an animal lab day to discuss issues of care and behaviors.

Aquatic Life and You

Aquaculture is the study of plant and animal life under water. This course covers the basic needs for aquatic plants and fish. We will study both warm water and cold water fish that are popular in the United States.

The students will have hands on laboratory experience to set up and create an environment suitable for plant and animal species. They will also measure water quality through various experiments and discover how it affects their environment.

Plants and the Environment

This course will explore the plant science areas that deal with agricultural and ornamental plants. The students will have the opportunity to work with plants in the greenhouse, take cuttings, transplant seedlings, test soil samples, and survey fields as our lab activities. You will have the opportunity to explore what happens in a plant's life and how they adapt to the changes of the world.

The plants that will be included in this course will be fast plants, corn, soybeans, wheat, rye, barley, various flowers and common houseplants. The class has the opportunity to tour local businesses and explore what products they provide to their customers.

ART 8

Drawing 8

In the Drawing 8 course students will be focusing on improving drawing skills. Drawings will be created to not only learn to draw what you see, but to also understand design and to express ideas visually. A wide variety of drawing materials will be utilized to investigate drawing techniques and styles. Projects created in the drawing course include two-point perspective, realism, portraiture, still life, optical illusion, landscapes, and abstraction. Materials that will be manipulated include pencil, pen and ink, oil pastel, charcoal, colored pencil, and pastel. In all of the projects students will be engaged in decision making, critical and creative thinking skills, problem solving, and expanding their art vocabulary. The principles and elements of design will be incorporated in all lessons.

Graphics 8

In the Graphics class the Adobe Photoshop program, which is used by professional graphic designers and in many other careers, will be utilized to expand students' computer design skills and advance their technical knowledge. Students will become proficient in manipulating the tools in the "toolbox," filters, layering basics, and digital images. Digital images, Internet resources, and scanners will be used for students to acquire images for their art. Beyond technical knowledge,

students will begin to understand the impact of digital art in the media, on the Internet, and in advertising. Projects include designing surreal images, adjusting photos, creating ads, and writing an article and creating an image for the RVMS Valley Globe newspaper.

Painting 8

In the painting class, students will create original paintings using a variety of ideas, approaches, and materials. Thematic paintings will be created after examining the art and artists of Impressionism, Cubism, Expressionism, Realism, Abstraction, and Pop Art. Discussion and activities will focus on color mixing, styles of art, subjects to paint, and the history of painting. The elements of art and principles of design will be woven into each lesson. Students will be involved in making subject matter choices, creative thinking skills, critiquing of work (self and others), expanding artistic knowledge, making aesthetic judgments, problem solving, and applying craftsmanship to their work.

Sculpture 8

Sculpture can be created with a variety of themes, materials and styles. Students will research famous sculptures and sculptors of the past and the present. Many different materials including wire, paper mache, plaster, wood, clay, and drywall will be used to create, model, carve, construct, and assemble various styles of sculpture. Creative and critical thinking skills and the elements of art and design principles will be used as students form three dimensional art. During the creative process students will also be continually critiquing, problem solving, making decisions and making aesthetic judgments when constructing the product.

BUSINESS EDUCATION 8

Careers

This course is designed to further introduce students to the wide variety of careers available to them. Students will research and plan for their careers including preparing a class presentation. They will learn about the job process including how to find and get a job, be successful on the job, meet career goals, stay safe on the job, and manage money. Learners will analyze their interests, skills, values, aptitudes and abilities using the career software, WisCareers. Students will complete a job shadow and project related to the job shadow. Telephone and e-mail etiquette will be included in the job shadow unit. Learners will demonstrate proficient keyboarding speed as per state standards.

Fun with Keyboarding

This course is designed for students who have enrolled in the River Valley School District after sixth grade and have not had a formal keyboarding course elsewhere. The course is also designed for students who would like to improve their speed and accuracy. Students enrolled in this course will learn and/or review the keyboard using the touch-type method of keyboarding. Learners will build keyboarding speed and accuracy. They will develop and/or review formatting skills for documents that are used at the middle and high school levels. Students will also create class presentations. The Internet will be used as a supplement in this course.

Student Publications

In this course, students will review the design principles discussed in seventh grade. Learners will create various publications using the desktop publishing software, Microsoft Publisher. Students will work with photographs as well as clip art. A simulation will be incorporated to further develop design skills. Learners will have the opportunity to design some of the page layouts for the middle

school yearbook, *The Fledgling* Students will also design an end-of-the-year publication for the eighth grade class. They will further develop their scanner and digital camera skills. Students will also use the Internet in this class.

Web Page Design and Multimedia

In this course, students will learn basic hypertext markup language (html) for creating a web page. They will learn how to create web pages using Microsoft Word. Students will learn how to design page layouts as well as how to manipulate text, graphics, hyperlinks and more as they relate to a web site. Students will further work with multimedia presentations including videos to develop their communication and presentation skills. Digital cameras, scanners, and the Internet will be utilized in this course.

MUSIC/FINE ARTS 8

Drama

Drama is a nine week elective course that gives 8th grade students the opportunity to explore acting and other aspects of theater production. Class members participate in theater games using improvisation and pantomime. Students also read, direct, perform and evaluate monologs, skits and plays in the classroom. Students demonstrate understanding of the content through class participation, discussion and reflective journal writing.

Drama is a graded class. Learning occurs through consistent concentration, responsible behavior, cooperative class participation, discussion, and reflective journal writing. Students earn a specified number of points each week, depending on the level of participation and effort. Points are deducted for non-participation, lack of effort, and poor behavior. In-class assignments, quizzes, tests and any performances are also graded.

Handbells and Guitar

Handbells and Guitar is a nine week elective course for 8th grade students. Students wishing to take the class must have earned a grade of C or higher in 7th grade general music class beginning handbell and guitar units or demonstrate intermediate ability with handbells and guitar. The course is a performance based class in which students learn and perform chorded, tablature and notated guitar music and two to four octave handbell music.

Intermediate Handbells and Guitar is a graded class. Learning occurs through consistent concentration, responsible behavior, and cooperative class participation and discussion. Students earn a specified number of points each week, depending on the level of participation and effort. Points are deducted for non-participation, lack of effort, and poor behavior. In-class assignments, quizzes, tests and any performances are also graded.

FOREIGN LANGUAGE - SPANISH I

This year-long course is a parallel to the *Spanish I* course offered at the high school. It builds on students' *Exploratory Spanish* experience, continuing their acquisition of the Spanish language and knowledge of Spanish-speaking cultures.

Spanish I is designed for highly motivated students. High school credit is not given, but students would be able to reach *Spanish V* in high school and may be eligible for retroactive credits from participating post-secondary schools. Students taking this course should have received at least a "C" in *Exploratory Spanish* and *English* during 7th grade. *Spanish I* uses four exploratory segments.

TECHNOLOGY EDUCATION 8

Engineering Designs

In this nine week course, students will use their engineering skills to design and then build projects using computer drawing software and circuit board testers. Students will learn about the different engineering skills needed to build structures safely, accurately, and reliable. Then, students will build and test structures for strength and durability. Next, students will be introduced to the principles of electricity and electronics. They will design simple circuits to sense real world conditions and explore the implications of electricity on our lives. Through these engaging and relevant hands-on projects, students unravel the mysteries of digital circuitry.

Flight & Space

During this course, students will work on projects and assignments directly related to the areas of transportation. Some of these projects and assignments will include: model rocketry, aerospace development, designing vehicles to withstand applied forces, and researching transportation topics. This course explores the technology of aeronautics, propulsion, and rocketry. Students see connections between hands-on projects and academic subjects such as math and science.

Manufacturing

In this course, students will design and engineer products from the view point of a Mechanical Engineer. Students will be involved in the preliminary sketching process, multi-view drawings, and 3d computer modeling of products. After the design unit is completed, students will build projects using plastic, wood, and sheet metal as raw materials. Some of the projects and assignments in this course include: lab safety, measurement, mechanical drawing, 3d computer modeling, woodworking, sheet metal fabrication, and plastic processes.

Robotics & Technology

While students are in this course, they will complete lab activities in the areas of: robotics, automation, mechanisms, and design challenges. Students design and build automated systems that incorporate the principles of electrons, physics, and robotics to gain an enriched understanding of the contemporary mechanical world. Students apply scientific principles, concepts of simple machines, and energy to solve real-world problems. Some projects include building Rube Goldberg machines, air racers, and different types of robots.

8TH GRADE ELECTIVES

BAND 8

The eighth grade band continues musical growth, technique, and performance skills developed in sixth and seventh grades. The students, if they wish, also have the opportunity to develop their performance and musical skills through participation in SWMA Solo/Ensemble Festival in March. The eighth grade band participates in the SWMA Band Contest in early May. Other activities include marching with the seventh grade band at the homecoming parade as well as presenting several public concerts. Outstanding eighth grade band students are given the opportunity to play in the SWMA Honors Band in early January. Band meets three days per week with each student receiving individual or small group lessons once per week. Rehearsals and lessons are during the school day.

CHOIR 8

Class Description:

8th Grade Choir is a continuation of the skill building begun in 6th and 7th Grade Choir. New members may join choir at any time during the year. Choir meets on alternate days and is a performance based class. In addition to the large group classes, students also attend a given number of individual or small group lessons each quarter. Fundamental note reading, part singing, basic vocal technique, examination of music theory and exposure to various musical styles are some of the core content areas covered in middle school choir. Non-academic goals include promotion of self discipline and motivation, aesthetic awareness, cultural exposure, social harmony, creativity, emotional expression and appreciation of diversity. Because of the performance based nature of the class, drops are permitted only at the ends of semesters.

Required Performances:

Choir students are REQUIRED to perform in all scheduled school concerts and participate in the statewide large group festival. The dates for these events are listed on the district calendar, and will also be given to the students to bring home on the first day of class. Students will only be excused from performances for family emergencies, illness or important family events. A note or phone call (588-2556, ext. 116) from a parent is required to excuse an absence from a required performance. Report any absence as far in advance as possible so performance details can be rearranged. A phone call or note after a concert will not constitute an excused absence.

Grading:

Choir is a graded class. Learning occurs through concentration and cooperative participation during rehearsal and performance. Students earn a specified number of points each week, and are also graded for each lesson. Points are deducted for non-participation, lack of effort, and poor behavior. Concerts and other performance events are considered tests, and an unexcused absence from a required concert results in a failing score for that particular performance.

Solo and Ensemble:

All choir students have the option to participate in solo and ensemble each year. Information regarding solo and ensemble is presented each year during the winter, and students that choose to be involved prepare their solos and ensembles during a regularly scheduled weekly lesson. Though a student must be part of a school music program to participate in this music event, solo and ensemble is entirely optional and is not a part of any student's choir grade.