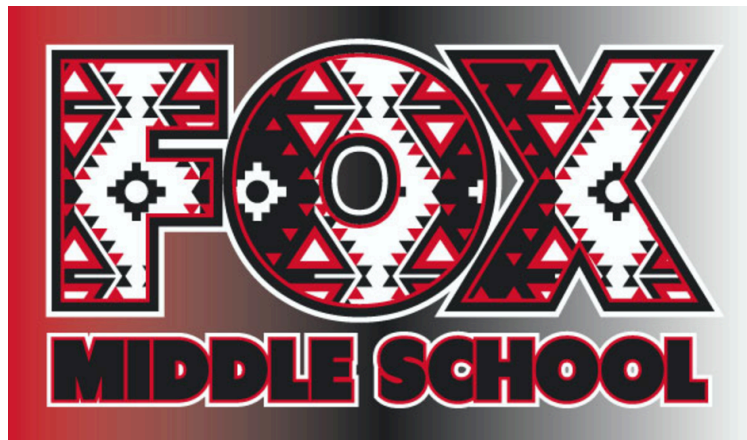


# FOX MIDDLE SCHOOL

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## COURSE DESCRIPTION GUIDE 2025-2026



ACHIEVEMENT | CHARACTER | EXCELLENCE



FOX C-6 SCHOOL DISTRICT  
*National District of Character*

745 Jeffco Blvd. Arnold, MO 63010  
Phone 636-296-8000  
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**Fox Middle School**

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# Letter from the Principal



## **Fox Middle School**

Principal: Dr. Marilyn Jackson

Assistant Principal: Mr. Craig Coleman

Dear Students and Parents,

I am excited to begin another successful school year with each of you. The purpose of this specific course description guide is to inform you of some basic information about the courses offered at Fox Middle School as you begin registration for the 25-26 school year. The main purpose of middle school is to prepare students for a successful entrance into high school while addressing their physical, emotional, and intellectual needs as adolescents. Long range planning is a critical step.

You will note that all our academic classes are rigorous and are aligned for more opportunities in high school. In following the middle school philosophy, students will have opportunities to participate in many exploratory classes as his/her schedule will allow. All students are required to take Language Arts, Social Studies, Science, Math, and PE classes. We offer both grade level and advanced level courses. The exploratory classes include district level electives and building specific electives (and are subject to change).

It is not too early to begin thinking about college and careers . College entrance requirements are becoming more restrictive each year and early planning is almost an absolute. Your counselor will help you through this process. We realize that each child is unique and this guide will help you with information on the various courses we offer.

If you have any questions about this guide, please do not hesitate to contact us. We will work together to ensure a great school year!

Sincerely,

Marilyn Jackson  
Principal  
Middle School

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# How to Use this Guide

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## Introduction

This course description guide will help inform students and parents about the courses offered at Fox Middle School. Middle school is designed to prepare students for a successful entrance into high school while addressing their physical, emotional, and intellectual needs as adolescents.

Please note all students are required to take English Language Arts, Social Studies, Science, Math, & PE classes. Students also have opportunities to participate in exploratory classes as his/her schedule will allow.

## FMS MAIN OFFICE

Phone - 636-296-5077

Fax - 636-282-5171

Principal - Dr. Marilyn Jackson - [jacksonm@foxc6.org](mailto:jacksonm@foxc6.org)

Asst. Principal - Mr. Craig Coleman [colemanc@foxc6.org](mailto:colemanc@foxc6.org)

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Nurse - Ms. Cindy Thornberry - [thornberryc@foxc6.org](mailto:thornberryc@foxc6.org)

## COUNSELING CONTACTS

Mr. Bradley Fincher- [fincherb@foxc6.org](mailto:fincherb@foxc6.org)

Mrs. Abbie Summers [summersa@foxc6.org](mailto:summersa@foxc6.org)

## REGISTRATION INFORMATION

TBD

## BELL SCHEDULE

TBD

# Advanced Course

Middle school is the perfect time to start exploring your interests and see how far you can push yourself academically. Taking advanced classes in middle school allows you to learn new things and gain new experiences that will help you later in life. Please see the criteria listed below that is used when considering your student for advanced classes at the middle school level.

Am I ready for advanced course work?	In order to be placed in advanced courses your teacher will complete a Student Data Sheet documenting your reading, writing, and math achievement.
6th Grade Advanced Criteria	<p>ELA (meet 4 of the following 7 criteria)</p> <ul style="list-style-type: none"> <li>• Winter NWEA RIT score of 222 or above <ul style="list-style-type: none"> <li>◦ Score high in Reading/Evaluating Literary Text</li> <li>◦ Score high in Reading/Evaluating Informational Text</li> <li>◦ Score high in Vocabulary Development</li> </ul> </li> <li>• IReady <ul style="list-style-type: none"> <li>◦ Score mid/above grade level in Overall Comprehension</li> <li>◦ Score mid/above grade level in Vocabulary</li> </ul> </li> <li>• Score a 3 or 4 on the District Unit 2 post-assessment</li> </ul> <p>MATH (meet 3 of the following 5 criteria)</p> <ul style="list-style-type: none"> <li>• Winter NWEA RIT score of 228 or above <ul style="list-style-type: none"> <li>◦ Score high in Relationships/Algebraic Thinking</li> <li>◦ Score high in Number Sense/Operations</li> </ul> </li> <li>• Score a 3 or 4 on the District Unit 3 post-assessment</li> <li>• Score a qualifying score on the math benchmark assessment</li> </ul>
7th Grade Advanced	<p>Currently in Advanced ELA - Currently passing their advanced ELA class in 6th grade. Currently in regular ELA - meet 4 of the following 7 criteria</p> <ul style="list-style-type: none"> <li>• Winter NWEA RIT score of 227 or above <ul style="list-style-type: none"> <li>◦ Score high in Reading/Evaluating Literary Text</li> <li>◦ Score high in Reading/Evaluating Informational Text</li> <li>◦ Score high in Vocabulary Development</li> </ul> </li> <li>• Score a 3 or 4 on the District Unit 2 post-assessment</li> <li>• IXL score above grade on <ul style="list-style-type: none"> <li>◦ Reading Level Score</li> <li>◦ Writing Strategies Score</li> </ul> </li> </ul> <p>MATH - Currently passing their advanced math class in 6th grade. Currently in regular math (meet 3 of the following 5 criteria)</p> <ul style="list-style-type: none"> <li>• Winter NWEA RIT score of 234 or above <ul style="list-style-type: none"> <li>◦ Score high in Relationships/Algebraic Thinking</li> <li>◦ Score high in Number Sense/Operations -</li> </ul> </li> <li>• Score a 3 or 4 on the District Unit 3 post-assessment</li> <li>• Score a qualifying score on the math benchmark assessment</li> </ul> <p>Social Studies - if the student qualifies for ELA, they qualify for Social Studies.</p> <p>Science - if the student in advanced Math as a 6th grader, they qualify for Science.</p>
8th Grade Advanced	ELA/MATH - Currently passing their advanced Math/ELA class in 7th grade.

# Academic Support Programs

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## Response to Intervention (RTI)

Part of the Fox C6 Continuous Improvement Plan (CSIP) includes academic achievement for all students. To ensure that our students are graduating from our district as college and career ready, our teachers work in Professional Learning Communities (PLC). Their work is centered around 4 corollary questions:

- What do we want all students to learn?
- How will we know they have learned it?
- What will we do if they don't learn?
- What will we do if they have learned it?

RTI focuses on question 3 which is what do we do if our students don't learn? When students face academic challenges we have a systematic approach to ensure they succeed. Many interventions are developed keeping each student's unique strengths and needs at the forefront. Some of the interventions include, parent conferences, tutoring, homework recovery, additional school instruction through a course designed for specific targeted intervention etc. which may require a schedule change. A team consisting of administrators, teachers, and counselors will determine which intervention is appropriate.

We assure you that proper academic interventions will be provided for our students to succeed at our middle school and look forward to partnering with the parents in this.

## Individualized Academic Support

For a student with an Individualized Education Plan (IEP), the IEP team which includes educators and parents determines the educational placement for educational services for each student in the least restrictive environment.

## RSP - Reading Support Plans

According to Senate Bill 681, students who have deficits in reading, will receive a reading support plan to address their needs. This reading support plan will be written for students who are one or more grade levels below in reading and/or students who have been identified as being at risk for dyslexia. Students will qualify for an RSP based on state approved assessments and additional district screeners.

## Interventionist

Each middle school will have an interventionist on site a few days a week to provide support for students struggling in Math and/or ELA.

Literacy Interventions	
Literacy 1	Literacy 1 focuses heavily into comprehension strategies, as well as foundational ELA skills while also reteaching phonemic awareness and phonics instruction. In this course students will be using the Language Live program. This program consists of a blended instructional model utilizing an online platform to accompany and support teacher led instruction.
Literacy 2	Literacy 2 focuses on phonemic awareness and phonics instruction. In this course students will be using the Wilson Just Words program. This program breaks words down to their foundation and teaches students to recognize patterns in words which aids in decoding, spelling, and reading comprehension.
Literacy 3	Literacy 3 focuses on the basic foundations of reading, including explicit instruction in multisensory decoding and spelling. Students are placed upon recommendation from their sending school or are not making adequate progress in Literacy 2. In this course students will be using the Wilson Intervention Program.

## ICAP (*8th grade*)

Description: The Individual Student Planning (ISP) is a program component of the Missouri Comprehensive School Counseling Program (McSCP) that assists all students with educational/career planning, educational transitioning, and self-appraisal for decision making. ISP is vital to every student's college and career readiness development grades K-12.

- **Introduction to MCSCP Individual Student Planning** (narrated Powerpoint)
- **Individual Student Planning Guide (K-12)**  
Published 2015. File last modified 2015-09-24.
- **Elementary Rubric**
- **Middle School Rubric**
- **High School Rubric**

The **Individual Career & Academic Plan (ICAP)**, is a plan of study to guide students through the coursework and activities for achieving personal career goals, post-secondary planning and providing individual pathway options. An ICAP is a multi-year process, beginning no later than the eighth grade, that intentionally guides students and families in the exploration of career, academic and multiple post-secondary opportunities to include \*direct access to the workforce \*military \*tech school/area career center \*vocational training (apprenticeship), \*2 year college and \*4 year college. An ICAP is a “roadmap” to help students develop the awareness, knowledge, attitudes, and skills to create their own meaningful pathways to be success ready graduates.

The regional **Career Advisors** (scroll down) work with school districts, area career centers, military, and post-secondary institutions to ensure that Missouri students will have the knowledge, skills and experiences to make successful transitions to post-secondary options based on their educational and career goals.



# English Language Arts

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## Courses Offered:

Course Title	Grade Level		
	6	7	8
Grade Level Language Arts	X	X	X
Advanced Language Arts	X	X	X
Literacy	X	X	X

## Course Descriptions:

The *Missouri Learning Standards* for English Language Arts emphasize writing for three purposes:

1. writing informational texts
2. writing academic argument based on evidence and reasoning
3. writing narratives

When addressing reading, the standards emphasize three modes of reading:

1. Approaching text as a reader to engage with ideas and understand people and the world,
2. Reading as a writer to study the craft of writing and learn how authors capture readers' attention, influence opinions, and communicate important ideas,
3. Reading as a researcher to understand, evaluate, organize, and remember information about topics of study.

Each English Language Arts course in middle school addresses these standards through thematic units. These units provide students rich opportunities to read and write for real purposes. Students read a balance of fiction and nonfiction. The readings provide opportunities for class discussion and study of the style and content choices writers make. Students learn to use advanced academic vocabulary, and to edit their writing for clarity and conventions.

**Literacy:** An extension of the ELA curriculum; this course offers students the opportunity to engage with literature and participate in collaborative discussions, authentic learning opportunities, and writing projects to encourage growth in literacy. *\*See Academic Support Programs for tiered Literacy support*

**6th-grade English Language Arts:** This grade-level course will introduce students to the various ways people talk and write about literature. Reading skills will emphasize selecting evidence to support opinions about character, setting, conflict, and point of view. Writing skills will emphasize building organized paragraphs and including evidence from sources.

**6th-grade Advanced English Language Arts:** This advanced course will focus on internal and external connections to texts with a focus on evidence-based constructed-response. Critical thinking regarding the elements of text and supporting with textual evidence will be at the center of the work in this course. Students will write complex responses and writing pieces with a focus on audience, complex techniques, and varying genres.

**7th-grade English Language Arts:** This grade-level course emphasizes students combining multiple pieces of evidence to support their opinions. Students study the structure of texts and how structure influences what people remember and understand. Students will compare and contrast multiple versions of a story, drama, or a poem to consider how different media use different techniques to communicate.

**7th-grade Advanced English Language Arts:** This advanced course introduces students to the literary analysis of theme and literary elements. Students produce creative works with attention to style and word-choice. They also conduct research and write evidence-based opinions using appropriate sources.

**8th-grade English Language Arts:** This grade-level course emphasizes connecting works of literature to the cultural and historic events of specified time-periods. Students learn to notice the author's bias while studying the techniques authors use to support arguments with evidence. They will also analyze literary devices and compare texts from specified time-periods.

**8th-grade Advanced English Language Arts:** This advanced course has been designed to prepare students for advanced language arts courses at high school. Literary analysis of entire works of fiction, longer research based informational texts, and evidence based opinion writing will be the emphasis of this course. Students participating in this course are those who seek eventual AP level coursework in high school.

# Social Studies

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## Courses Offered:

Course Title	Grade Level		
	6	7	8
Ancient World History and Geography	X		
Geography and Modern World Cultures		X	
Advanced Geography and Modern World Cultures		X	
Early US History			X
Advanced Early US History			X

## Course Descriptions:

**6<sup>th</sup> Grade Social Studies: Ancient World History and Geography**—In 6th grade the course will explore the geography, history (ancient through medieval), government, economics, religion and culture. The emphasis would be for students to gain an understanding and appreciation of the contributions of the ancient world.

**7<sup>th</sup> Grade Social Studies: Geography and Modern World Cultures**—This world cultures course is a combination of geography and cultural anthropology. It is designed to introduce the student to the concepts of culture in human experience and the concepts of geography. What culture is, how it develops, how it changes, and how it is transferred in time and space, and its power to influence our lives and events, are some of the main topics examined. Because of the substantial influence of religion on human cultures and history, understanding major world religions will also be a focus of this course. Of course, such topics as language, art, political ideologies, government types, gender roles, work, status and rank, war, and human rights are also examined.

**7<sup>th</sup> Grade Advanced Social Studies: Geography and Modern World Cultures**—Students with a passion for geography, travel, and world cultures will have the opportunity to extend their learning with advanced reading, and more independence as they read content-rich informational texts, and write using evidence to inform and persuade.

**8<sup>th</sup> Grade Social Studies: Early US History**— Students will conduct social science inquiries from Colonization through the Civil War. Emphasis will be placed on economics, government and politics, community and culture, and continuity and change. Students will compose informational and argumentative texts for authentic audiences and purposes.

**8<sup>th</sup> Grade Advanced Social Studies: Early US History**— Students with a passion of history and background knowledge in US geography will have the opportunity to extend their learning with advanced reading, and more independence as they read content-rich informational texts, and write using evidence to inform and persuade.

# Science

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## Courses Offered:

Course Title	Grade Level		
	6	7	8
Grade Level Science	X	X	X
Advanced Science		X	X

## Course Descriptions:

**6<sup>th</sup> Grade Integrated Science: Structures of Life and the Earth** – Sixth graders will study the scientific process, characteristics of living organisms, photosynthesis, ecosystems and populations, earth's resources, technology, and human activity.

**7<sup>th</sup> Grade Integrated Science: Interactions in Physics and Earth Science**– Seventh grade science emphasis is on scientific inquiry and interrelationships between science and its practical applications. Some topics discussed are force and motion, water and weather, astronomy, magnetism, and gravity.

**7<sup>th</sup> Grade Advanced Integrated Science: Interactions in Physics and Earth Science:** Seventh graders with a passion for and some background knowledge in science will extend their study of unit topics by applying the ideas to additional topics and increasing their independence in reading and writing. Some topics discussed are force and motion, water and weather, astronomy, magnetism, and gravity.

**8<sup>th</sup> Grade Integrated Science: Chemistry and Biology**–Eighth grade science focuses on key scientific laws and theories in chemistry and life science. Some of the key topics will be atoms, elements, the periodic table, and chemical reaction in chemistry. Life science will cover cells, DNA, genetics, genetic disorders, and human body systems.

**8<sup>th</sup> Grade Advanced Integrated Science: Chemistry and Biology**–Eighth graders with a passion for and some background knowledge in science will extend their study of unit topics by applying the ideas to additional topics and increasing their independence in reading and writing.

# Math

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## Courses Offered:

Course Title	Grade Level		
	6	7	8
Grade Level Math	X	X	
Advanced Math	X		
Pre-Algebra		X	X
College Prep Algebra			X

## Course Descriptions:

**6<sup>th</sup> Grade Math** – Our sixth grade mathematics course covers applying and understanding whole numbers to millions, fractions and decimals to the thousandths. They must multiply and divide fractions and decimals; apply properties of operations, and solve problems using ratios. Students also begin to work with expressions and equations. Students study geometry, units of measurement, convert systems of measurement.

**6<sup>th</sup> Grade Advanced Math** – Sixth grade students who are interested in the challenge of above grade level math should consider taking this course. The course moves through the same units as the grade-level 7th grade math course with additional instruction with the few topics that are new in 6th grade. The course is challenging and students will be supported as they work in groups to model with math, solve problems, and reason mathematically.

**7<sup>th</sup> Grade Math** – Seventh grade math students work on representing math concepts in multiple ways. They work with positive and negative numbers, equivalent expressions and factoring, and solve geometric problems using scales. They are also introduced to the ideas of probability, statistics, and sampling.

**7<sup>th</sup> Grade Advanced Math – Pre-Algebra**– Seventh grade students who are interested in the challenge of above grade level math should consider taking this course. The course moves through the same units as the grade-level 8th grade pre-algebra course. The course is challenging and students will be supported as they work in groups to model with math, solve problems, and reason mathematically.

**8<sup>th</sup> Grade Math – Pre-Algebra** – Pre-algebra focuses heavily on equations, functions, and graphing. Students will learn how to analyze problems and apply a variety of strategies to solve them and communicate the solutions. In the geometry units, students study similar triangles, and learn to calculate the volume of a variety of cones, cylinders, and spheres.

**8<sup>th</sup> Grade Advanced Math – College Prep Algebra:** Eighth grade students who are interested in the challenge of above grade level math should consider taking this course. The course moves through the same units as the grade-level high school College Prep Algebra course. The course is challenging and students will be supported as they work in groups to model with math, solve problems, and reason mathematically. Students who are successful in this course may earn high school credit in College Prep Algebra and move into advanced courses in 9th grade. The grade for this course is not weighed in the student's high school GPA. Students in this course take the Algebra I End-of-Course exam. Once in high school these students will have to take the Algebra II End-of-Course exam to satisfy DESE requirements.

# Elective Courses

## District Elective Courses Offered:

Course Title	Grade Level		
	6	7	8
<b>ART</b>			
Art I	X	X	X
Art II, <i>Prerequisite Art I</i>		X	X
Art III, <i>Prerequisite Art II</i>			X
<b>BUSINESS</b>			
Business Technology I	X	X	X
Business Technology II, <i>Prerequisite Business I</i>		X	X
Business Technology III, <i>Prerequisite Business II</i>			X
<b>FAMILY &amp; CONSUMER SCIENCE (FACS)</b>			
FACS I	X	X	X
FACS II, <i>Prerequisite FACS I</i>		X	X
FACS III, <i>Prerequisite FACS II</i>			X
<b>GIFTED</b>			
Challenge	X	X	X
<b>MUSIC</b>			
Band and/or Choir	X	X	X
<b>PHYSICAL EDUCATION</b>			
Physical Education	X	X	X
<b>PROJECT LEAD THE WAY (PLTW)</b>			
Project Lead the Way: App Creators		X	X
Project Lead the Way: Computer Science for Designers and Innovators		X	X

Project Lead the Way: Design and Modeling		X	X
<b>STEM</b>			
Coding (STEM)	X	X	X
<b>WORLD LANGUAGES</b>			
Spanish A (Year-long)		X	
Spanish B (Year-long)			X

### Building Elective Courses Offered:

Course Title	Grade Level		
	6	7	8
Teen Leadership		X	X
Music Appreciation	X	X	X
Contemporary Issues		X	X
Exploratory Spanish (Sem)	X	X	X
Intro to Computer Engineering (by application)		X	X

# District Elective Courses

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## Course Descriptions:

### ART

**Art I**– In Art I, students will have the opportunity to create in two- and three-dimensional art formats using a variety of art materials and art techniques. Art vocabulary, art forms, aesthetic concepts, and aspects of art history will be presented.

**Art II**– In this course, students will further explore ways to creatively express ideas and original designs with two and three-dimensional projects. Students will work on a variety of projects using many different types of media. They will experience projects in drawing, painting, sculpture, and design. They will be encouraged to communicate strong visual images, tell stories with artwork, and express unique and individual ideas . ***Prerequisite Art I***

**Art III**–This advanced art course is for students that have successfully completed Art I and Art II. Students will explore a variety of media while developing a portfolio that reflects critical thinking and their own personal style. Special emphasis will be placed on the critical art process and developing art skills. ***Prerequisite Art II***

### BUSINESS

**Business Technology I** - is designed to teach students basic Google Drive and Classroom skills, Digital Citizenship and Keyboarding. Students will also learn how to properly research and format a research paper/essay using Microsoft Word and Google Docs. Students will advance their presentation skills utilizing PowerPoint and Google Slides. All of these skills will be valuable to students for the rest of their academic careers.

**Business Technology II** - is designed to further the student's knowledge once basic skills are learned. Students will learn advanced skills in Microsoft Word and Google Docs. Students will also be introduced to Microsoft Excel and will become proficient in laying out and analyzing basic spreadsheets, using formulas and making graphs. Students will explore publishing software to produce professional documents while also using film making software to enhance presentations. ***Prerequisite Business Tech I***

**Business Technology III** is a one-semester course designed for the advanced student to utilize skills learned in Business Technology 2 with a hands on business project using word processing features, spreadsheets, electronic presentations, publishing materials, and various computer programs. This course would benefit any student wanting to enrich their computer skills as well as prepare them for real life situations and future employment. ***Prerequisite Business Tech II***

### FAMILY AND CONSUMERS SCIENCE (FACS)

**Family and Consumer Science I**-This exploratory course introduces students to the subject of family and consumer science. Students study food and nutrition, leadership and character development, and clothing care. Students are introduced to food preparation/nutrition skills. The food and nutrition unit introduces nutrition and safety skills and basic measurement in relation to the preparation of recipes. Students will explore their personality and relationships with family and peers. Students will discover their values, goals and determine how they align with their personal needs and wants.

**Family and Consumer Science II**-Students develop problem solving and cooperative skills during food lab experiences. Students will develop introductory culinary skills while preparing and serving a variety of foods. Construction of a creative textile project will emphasize design thinking and cost considerations. All the course activities will emphasize safety and teamwork in an interactive environment. ***Prerequisite FACS I***

**Family and Consumer Science III**-The third course in the FACS sequence emphasizes creativity and technical skills development. Students learn to balance cost, time, and quality considerations through problem solving, cooperation and hands-on skills learned during experiences. ***Prerequisite FACS II***



## **GIFTED EDUCATION**

**Challenge** – This class is the next level of REACH offered in elementary and is only open to 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders who have been identified as gifted. Students will use critical thinking and problem solving to complete individual and group projects. Each year, students complete different units of study including creative writing, history's great mysteries, local and national competitions, and have a lot of fun along the way! Our four main focuses are to become better creative thinkers, design thinkers, computational thinkers, and global thinkers. Students will be able to interact and work with like minded individuals while learning skills that will be the foundation of a rewarding and successful future.

## **MUSIC**

**Band** - 1st, 2nd, and 3rd year band students develop in the areas of individual and ensemble tone, technique, intonation, balance and blend. Students will further develop their ability to sight read music and participate in assigned solos and small ensemble performances. Students are required to participate in concerts, parades and festivals throughout the school year. All 8<sup>th</sup> grade members will audition for placement in a high school ensemble at the beginning of 2<sup>nd</sup> semester. *Prior experience is not required.*

**Choir** – 1st, 2nd, 3rd year students in Choir will develop skills reading musical notation and interpreting musical terminology. In this course, students will be able to sing their part independently and will perform in the ensemble before various types of audiences. Students will understand the role of music in the context of changing societies, past, present, and future. Students will appreciate the role of the performer in music and will learn the importance of working together with other musicians to achieve the desired level of performance. These students will experience the joy of striving for excellence through their musical performance.

## **PHYSICAL EDUCATION**

**PE/Health**—Physical Education/Health (6-8 grade) will provide students the opportunity to learn and practice a variety of fundamental movement skills while participating in various games, team and individual/lifetime sports, as well as team building activities. Primary focus will be on skill development and application in games. Character education traits will be incorporated throughout the class. Physical fitness will be emphasized through the teaching of the principles of health and skill-related fitness. Health topics will be integrated throughout the course and will include nutrition, first aid, injury prevention and rehab, hygiene, drugs, disease, body systems, fitness, and mental health.

## **PROJECT LEAD THE WAY (PLTW)**

**PLTW: App Creators:** Have you ever wondered how mobile apps are created? Students learn and apply computational thinking and technical knowledge and skills to create mobile apps. Students also acquire and apply skills pertaining to the design process, problem solving, persistence, collaboration, and communication. Go beyond being an app consumer and become an app creator! App Creators introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as other disciplines, particularly biomedical science. *Recommended Prerequisite Coding STEM .*

**PLTW: Computer Science for Designers and Innovators (7th & 8th)-** Have you ever wondered how code can be used in wearable tech, art exhibits, or mechanical devices? Students learn about programming for the physical world by blending hardware design and software development. Using microcontrollers with inputs and outputs, they develop code that brings their physical designs to life. It's time to become an innovator and maker using physical computing!

Computer Science for Innovators and Makers teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, they code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students' understanding of computer science

concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

**PLTW: Design and Modeling (7th and 8th)** - Have you ever wanted to create a toy or a device to help people? Students use tools such as the design process, a dynamic mathematics software, a computer-aided design program, computer simulations, an engineering notebook, and possibly a 3D printer to design, model, and build objects. Discover the design process and turn your ideas into realities!

Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

## **STEM ELECTIVES**

**Coding (6th & 7th)** - Using the Code.org curriculum students learn how to code.

Computer Science Discoveries is an introductory computer science course. The course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data, while inspiring students as they build their own websites, apps, animations, games, and physical computing systems.

The CS Discoveries curriculum supports students new to the topic. The curriculum includes daily lesson plans made up of inquiry-based activities, videos, assessments, and computing tools, allowing teachers to guide and learn alongside students as they discover core computing concepts throughout the following units: Problem Solving, Web Development, Animations and Games, Design Process, Data and Society, and Physical Computing.

## **WORLD LANGUAGES**

**Spanish A**-This year-long course is designed to develop appreciation of another culture through its language. The goal is to establish a foundation for student ease with the language, whether speaking, listening, reading, or writing. Emphasis is placed on vocabulary building and pronunciation with an accompanying explanation of the fundamentals of the grammar. **This course is a required prerequisite for Spanish B, which is a year-long course offered in 8th grade for High School Spanish I credit. The grade at end of second semester Spanish A will be the 1st semester Spanish I grade. The grade at the end of Spanish B will be the 2nd semester Spanish I grade.**

**Spanish B** - This is the second year-long course in the Spanish A-B sequence, and is available for students who successfully completed Spanish A. Students who successfully complete the two-year sequence will earn a high school credit in Spanish and enroll in Spanish II in 9th grade. Class participation is required. Students are expected to spend 15-20 minutes per night learning vocabulary and reviewing new material. **This class is available only to 8th grade students who successfully completed Spanish A.**

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# Building Elective Courses

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## Course Descriptions:

**Contemporary Issues** - Students in this semester course will examine, discuss, analyze, and debate a multitude of contemporary issues and social problems in the world today. The instructor will rotate between local, national, and global issues based on events and student interest. Class participation and argumentative analysis will be a major component of a student's grade.

**Exploratory Spanish** - This semester course is designed to introduce students to the world of Spanish-speaking cultures. Students begin to speak, understand, read and write in Spanish. They study the similarities between English and Spanish and learn how people communicate when they don't share a common language. The course emphasizes pronunciation, basic conversation and expression.

**Music Appreciation** - This semester course explores the history of contemporary music including rock and roll, rap, jazz, and blues. Students listen to samples of music from each decade beginning with the 1950's to the present. No prior experience is required.

**Teen Leadership** - Students in Teen Leadership work on various projects in the school and in the community. This course is based on building problem solving and decision making skills in today's society. Classroom assignments are also an expectation in this class. Teen Leadership is a semester long course.