

Asa Clark Middle School Course Description Guide 2022-23



**ASA CLARK
MIDDLE SCHOOL**

**Asa Clark Middle School
472 Lake St.
Pewaukee, WI 53072
www.pewaukeeschools.org**

Asa Clark Middle School keeps students at the center of the educational experience. Through innovation, collaboration, and personalized learning, we inspire and empower students to excel both academically and socially while preparing them for their futures.

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A MESSAGE FOR MIDDLE SCHOOL PARENTS/GUARDIANS AND STUDENTS

At Asa Clark Middle School we strive to inspire and empower students to excel both academically and socially while preparing them for their futures. We feel that the middle school years should provide opportunities for exploration and for in-depth studies. With that in mind, we have put together a strong middle school curriculum that is exciting as well as challenging. Critical components of this experience include:

- A better setting for student learning to enhance future readiness;
- Quality instruction in the critical areas of language arts, mathematics, science, and social studies;
- A variety of elective choices to explore;
- A better transition to, and preparation for the rigors of high school and beyond;
- A team centered approach that focuses on strong relationships in working holistically with each child.

We hope you share our excitement regarding our educational program and the opportunities it brings for improved student success and achievement. We at Asa Clark Middle School want to challenge your child to reach their full potential while providing the support they need along the way.

Anthony Pizzo
Principal of Asa Clark Middle School

SERVICES AVAILABLE TO MIDDLE SCHOOL STUDENTS

STUDENTS WITH SPECIAL PROGRAMMING NEEDS

The Special Education Program at Asa Clark Middle School is designed to support students with various disabilities including learning, speech and language, cognitive, emotional/behavior, visual, and hearing impairment. Depending on each student's individual needs, an appropriate program is developed to accommodate his/her educational goals. The student's program is then implemented within the least restrictive environment.

Individual scheduling and program placement will take place at your child's Asa Clark Middle School transition meeting. Transition meetings typically take place during the winter; program case managers will contact families with more details.

STUDENT SERVICES/SCHOOL COUNSELOR

Student services are available for every student in the school. Student services are integrated throughout the curriculum and also include individual assistance with educational planning, career information, and other school and personal concerns.

TALENTED AND GIFTED PROGRAM (TAG)

The TAG Program meets the needs of talented and gifted students through three levels of programming. Level 1 takes place in the regular classroom through differentiation. Level 2 programming continues in the regular classroom, but takes the form of acceleration, compacting, enrichment, or an appropriate combination of these factors. In addition, students may participate in special events or activities either in or out of their classroom, such as the National Geography Bee. Level 3 students are supported through the development of an Individual Differentiation Plan.

HOUSE MODEL

Asa Clark Middle School is organized in grade level houses for grades 6 through 8. Under this model, each grade level is comprised of three houses (red, white, and black) of approximately 75 students and each house shares the same three teachers for English Language Arts, Math, and Science/Social Studies. The house model has the following goals:

- Provide guidance and support for academic, social, and personal development;
- Establish strong student and staff relationships;
- Promote flexibility in learning to allow students to transfer knowledge across content areas.

To accomplish these goals, students participate in the following activities:

Future ready learning aligned to the PSD Graduate Profile indicators (Care, Compete, Contribute, Create and Commit);

- Academic and Career Planning (ACP)
- Academic work time;
- Math and reading support (as needed; see Academic Support information on the next page).

SERVICES AVAILABLE TO MIDDLE SCHOOL STUDENTS

ACADEMIC SUPPORT

In order to best assure that each learner is proficient in the core academic areas of mathematics and reading, your child may be provided the opportunity to receive additional academic support. Our Response to Intervention (RTI) System will use multiple data points to best identify those students in need of additional academic support. Within this system, learner progress will be monitored and communicated. **Academic support may be provided to your child in place of their House Flex time or an elective class.**

THE SCHEDULING PROCESS

The scheduling process is the shared responsibility of students, parents, teachers, school administration, and the school counselor. All of these people contribute ideas and information that result in effective educational programs for students. Since student educational programs have implications for post-high school education and eventual career choice, careful planning is required.

Parents assist students in the selection process by discussing alternatives with them and by helping them to analyze their individual interests, needs, and goals. Involvement of parents provides students with the support, encouragement, and knowledge that are needed for this important step in educational career planning.

Teachers are available to discuss the curriculum with students in an effort to provide them with an understanding of the many options that are available to them. Students are encouraged to seek their teachers' recommendations before enrolling in some courses so that they are appropriately placed.

The school counselors are available to assist students and parents in developing a sound educational program. The school counselors have the skills, experience, and accessibility to the information needed to help students in the selection process.

Brianna Rembert: serving students with last names beginning A-L
rembbri@pewaukeeschools.org or 262-695-5047

Allison Prather: serving students with last names beginning M-Z
pratall@pewaukeeschools.org or 262-695-5056

Students are provided with information about all the subjects available to them. They must choose those subjects which give them knowledge and skills that are necessary as determined by their current educational and career plan.

ART

STEAM EXPLORE

Grade: 6 (required)

2 Quarter Class

STEAM Explore is an exploratory course focused on design principles. Within a collaborative environment that encourages critical thinking and problem solving, students investigate how to use the elements and principles of design for visual communication, fabrication, and digital design. Students will start the class by gaining exposure to various media. Then, through the design process, students will brainstorm, plan, and develop self-directed projects focusing on the elements of design. Students will gain exposure to the following media: video production, 3D printing, basic tools and fabrication, laser engraver, and a variety of two-dimensional and three-dimensional art media.

2D ART

Semester Alternating Days

2D Art focuses on two-dimensional art, creative thinking, and self-expression. Collaboration with classmates will take place to problem solve, analyze, and discuss two-dimensional artwork created by modern American artists. Students seek innovative solutions to two-dimensional design challenges to develop their technical skills, along with investigating ways to utilize the elements and principles of design, by working with a variety of two-dimensional media including drawing, painting, and printmaking. Students will refine their own creative “voice” as they design, plan, and create an independent art project that is self-expressive. A sketchbook will be used to brainstorm, plan, and develop ideas along with completing monthly sketchbook assignments. Technology is used to research artists, artwork, and artistic techniques for document generation, to photograph artwork for documentation, and for creative self-expression. Students evaluate their finished work and reflect on their creative process.

2D Art may only be taken once in middle school.

3D ART

Grade: 7 & 8 (elective)

Semester Alternating Days

3D Art focuses on three-dimensional art, creative thinking, and self-expression. Students will collaborate with classmates to problem solve, analyze, and discuss three-dimensional artwork created by modern American artists. Students seek innovative solutions to design challenges to develop their technical skills, along with investigating ways to utilize the elements and principles of design. Work will be done in a variety of three-dimensional media including ceramics, paper mache, and wire. Students will refine their own creative “voice” as they design, plan, and create an independent art project that is self-expressive.

A sketchbook will be used to brainstorm, plan, and develop ideas along with completing monthly sketchbook assignments. Technology is used to research artists, artwork, and artistic techniques for document generation, to photograph artwork for documentation, and for creative self-expression. Students evaluate their finished work and reflect on their creative process.

3D Art may only be taken once in middle school.

ADVANCED ART

Grade: 8 (elective)

Yearly alternating days

Prerequisite: 6th Grade STEAM, plus 2D Art and/or 3D Art

Advanced Art focuses on creative thinking and problem solving with a student-directed and independent learning approach. Students will refine their technical skills focusing on their individual areas of strength and weakness. Students will express their creative “voice” by using a sketchbook as a personal tool for research, brainstorming, and idea development by designing their own units/projects based off of universal themes and by selecting appropriate two or three-dimensional materials to enhance the meaning of their artwork. Students will apply technology skills to research and analyze the artwork of student-chosen contemporary artists, and use these skills in document generation including written artist statements, artwork analysis, and creative self-expressions. Students will utilize the critique process to evaluate in-progress and finished artwork.

A field trip will be taken to the Chicago Institute of Art to experience, analyze, and interpret aspects of the visual world (field trip fees will be incurred);

- Exhibit artwork in a variety of community exhibitions;
- Independently select and prepare student’s artwork and an “artist statement” for an Advanced Art Course exhibit;
- Finalize and present student portfolio for review by PHS Art Department for the opportunity to by-pass the Introduction to Art course at PHS.

CAREER & TECHNICAL EDUCATION

CODE TO CREATE

Grade: 7 & 8 (elective)

Semester alternating days

Students are required to take this course in EITHER 7th or 8th grade

Code to Create is an introductory course that empowers students to engage with computer science as a medium for creativity, communication, problem solving, and fun! The course will merge two elements of computer science: digital computing and physical computing. Through digital computing, this course will emphasize design thinking and computational thinking as an embedded part of product development. Students will have the opportunity to create web design, games and animation, and app development. For physical computing, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device where students bring their code to life.

ENTREPRENEURSHIP

Grade: 7 & 8 (elective)

Semester alternating days

Entrepreneurship focuses on the idea that businesses exist to solve problems. Thus, anyone who can dream a new solution to a problem can be an entrepreneur! This class will explore concepts in economics, evaluate the entrepreneurial mindset, and examine different forms of business ownership. All of this learning will be applied during the Startup Showcase, an opportunity to use the design thinking process to develop your own solutions and create a startup company! Entrepreneurship is important for any student who wishes to learn how problems of all types are solved.

STEAM EXPLORE

Grade: 6 (required)

Yearly alternating days

STEAM Explore is an exploratory course focused on design principles. Within a collaborative environment that encourages critical thinking and problem solving, students investigate how to use the elements and principles of design for visual communication, fabrication, and digital design. Students will start the class by gaining exposure to various media. Then, through the design process, students will brainstorm, plan, and develop self-directed projects focusing on the elements of design. Students will gain exposure to the following media: video production, 3D printing, basic tools and fabrication, laser engraver, vinyl cutter, CNC router, and a variety of two-dimensional and three-dimensional art media.

DESIGN & FABRICATION

Grade: 7 & 8 (elective)

Semester alternating days

Design & Fabrication is a course where students take a product from design through fabrication. It is a hands-on course in which students continue to apply safe and proper use of hand tools and machines to change raw materials into a complete fabricated project. Examples of these materials are, but not limited to, woods, metals, and plastics. Increasing emphasis on accuracy and precision will be implemented in tool use and measurement techniques.

AUTOMATION & ARCHITECTURE

Grade: 7 & 8 (elective)

Semester alternating days

Automation & Architecture is a course that uses various modules of the Project Lead the Way (PLTW) curriculum. With a focus on the engineering design process, students will select a pathway that supports their learning goals. Within this course, students will select one of the following options:

- Students will explore the Automation and Robotics module. Through this strand, students will experience how a robot receives information through various sources and will determine the purpose of various mechanisms while demonstrating an understanding of speed, torque, and gear ratios. Students then apply this mechanical knowledge to build, model, and test solutions to automated problems.
- Students will explore Green Architecture. Through this strand, students gain exposure to proper measurements including scaling, using an architectural scale. They will learn architectural design principles using Building Information Modeling (BIM) software and will demonstrate

construction principles while constructing a model shed. As a culminating activity, students will design and build (both digitally and physically) a scale model of a tiny home.

- Students will explore both architecture and automation. In this hybrid approach, students will gain a basic knowledge of both pathways.

APP CREATORS & CODING

Grade: 8 (elective)

Semester alternating days

App Creators & Coding will develop students' application of computational thinking through python and app development. Students will work independently and through pair programming to create products for various purposes and audiences. In app development, students will explore MIT App Inventor to learn how to effectively design, develop, and code an app for their Smartphone or tablet. In python, students will learn conditional logic, looping, functions, and algorithmic thinking using Tynker.

ENGINEERING & DESIGN

Grade: 7 & 8 (elective)

Semester alternating days

Engineering & Design is a course where students will work through the engineering design processes. Students will use various web and software applications to design products using a simple four-step process: Investigate, Design, Create, and Evaluate. Students will further develop an understanding of engineering and design through multiple projects using the laser engraver, 3D printers, vinyl cutter, CNC router, and fabrication tools and machines. Students will be assessed on their application of the design process, the use of engineering software, and the physical fabrication of their product.

ENGLISH LANGUAGE ARTS

Required – Year Long Daily

The Language Arts program is built on the Common Core State Standards for Literacy and encompasses four key areas: reading, writing, listening, and speaking skills. In addition to grammar lessons, students will engage in instruction focused on reading comprehension, literary analysis, and writing skills depending on the emphasis of the unit. While students work independently, teachers will confer with students individually and in small groups to reinforce skills that are being worked on. All student work will be graded on four point proficiency scales that align to standards. All students will have an opportunity to experience an advanced level curriculum based on interest, motivation, and readiness. Technology is used to encourage research, editing, and sharing quality student writing.

ENGLISH LANGUAGE ARTS – GRADE 6

Each quarter will alternate emphasis on reading, writing, and speaking skills. Students engage in a variety of literacy tasks from multiple choice tests to written tasks to choice projects to public speaking opportunities. First, we focus on navigating nonfiction in which students work to sharpen their research skills. Next, learning shifts to fiction with a deep study of characters and includes composition of literary analysis essays. Later, theme, book clubs, and theme analysis essays are primary targets. Finally, learning takes students back to nonfiction with work in book clubs and narrative nonfiction writing. Sixth graders will enhance vocabulary and spelling skills with Membean training and English skills through editing instruction and practice throughout the course of the year.

ENGLISH LANGUAGE ARTS – GRADE 7

Students continue review and instruction in the forms of narrative, informative, and argument writing. In reading, students begin self-selecting novels, using these novels to analyze character traits, the development of one theme over the course of a novel, and other critical thinking skills. Instruction focuses on the teacher modeling the skills for the class followed by the students applying the skills independently. Frequent conferences with the teacher provide constructive feedback for the students as they work. In the second semester, students move toward more independence and choice with both writing and reading. They also begin publishing their works in a digital forum to get feedback from their peers.

ENGLISH LANGUAGE ARTS – GRADE 8

Students continue to work on reading comprehension with higher-level text complexity as well as adding high-level reading analysis, including archetypal patterns in literature. Teachers will deliver skill-specific instruction in both comprehension and analysis, assessing student performance through frequent in-class reading responses and essays. Throughout the year, students write for a variety of purposes and digitally publish their work on a collaborative web site. Skill-based instruction occurs as well for writing, and the writing process is emphasized as students draft, revise, and edit both independently and collaboratively. Teachers confer with students on these published pieces and set individual goals focused on areas of interest or need.

FAMILY AND CONSUMER EDUCATION

INDEPENDENT LIVING

Grade: 7 & 8 (Elective)

Semester alternating days

This class will focus on the skills students need to feel comfortable living independently. Topics will include personal health and nutrition, basic food production, budgeting/personal finance, resource management skills, and stress management skills.

INTRODUCTION TO CULINARY ARTS

Grade: 7 & 8 (Elective)

Semester alternating days

This class will focus on the function of ingredients as they apply to the recipes students will create, in addition to cooking tools and techniques, knife skills, safety and sanitation. Introduction to Culinary Arts aligns with the Culinary Arts I course offered in the high school; students will have the opportunity to test out of Culinary Arts I upon entering high school and move on to other culinary courses.

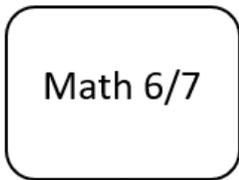
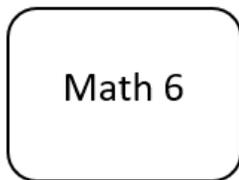
WORLDWIDE CUISINE
Grade: 7 & 8 (Elective)
Semester alternating days

This class will focus on the cultural heritage, local foods, and food preparation techniques that are native to the different regions of the world. As students prepare the cuisine of these regions, they will explore the food customs of its people, local history, and geography, and sample a multi-cultural feast from around the world. Experience creative global cooking at its best!

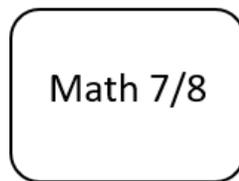
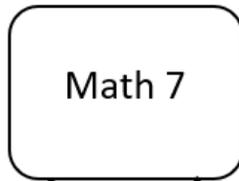
MATHEMATICS
Required – Year Long Daily

ASA CLARK
MIDDLE SCHOOL

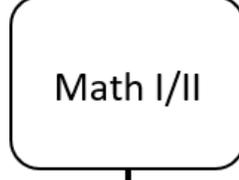
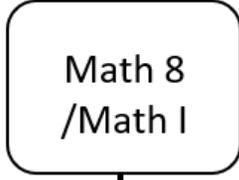
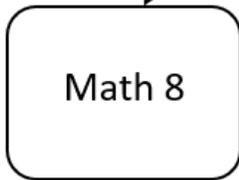
6th Grade



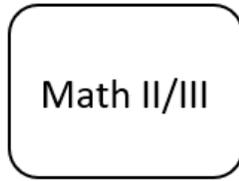
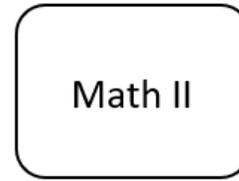
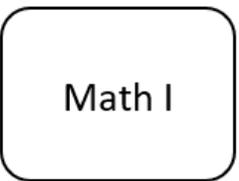
7th Grade



8th Grade



9th Grade



It is recommended that students in Math 6, Math 6/7, Math 7, Math 7/8 or Math 8 use either a model TI-30XIIS or TI30XA scientific calculator and students in Math I use either a model TI-83 or TI-84 graphing calculator.

MATH 6 – Grade 6

Students will build on their work with area by reasoning about relationships among shapes to determine area, surface area, and volume of basic two dimensional and three dimensional figures. They will connect ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve real-world problems. They will complete their understanding of division of fractions and extend the notion of number to the system of rational numbers, which includes negative numbers. Students will model real-world situations with expressions and equations and begin to formally solve one and two step equations, building the foundation for all future mathematics. Finally, students will develop an understanding of statistical thinking. The Mathematical Practice Standards apply throughout our math courses so students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MATH 6/7 – Grade 6

Students will expand their knowledge of area to more complex figures 2 dimensional and 3 dimensional figures. They will learn how to flexibly and efficiently solve real world problems using ratios, rates, unit rates, proportional relationships, and percents that they will then extend to scale drawings. Students will deepen and extend their understanding of fraction and decimal operations to the set of rational numbers (fractions, decimals, and integers). They will model real-world situations with expressions and equations and begin to formally solve equations, building the foundation for all future mathematics. And, finally, students will explore and discuss data sets and distributions. The Mathematical Practice Standards apply throughout our math courses so students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MATH 7 – Grade 7

Students will build upon their knowledge of ratios and rates to flexibly and efficiently solve real world problems using unit rates, proportional relationships, and percents. They will develop an understanding of operations with rational numbers (fractions, decimals, integers) and apply this understanding when working with expressions and linear equations. Finally, they will solve problems involving scale drawings and informal geometric constructions, and will work with two and three-dimensional shapes to solve problems involving area, surface area, and volume. The Mathematical Practice Standards apply throughout our math courses so students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MATH 7/8 – Grade 7

Students will create rigid motion transformations and will gain perspective on how impactful they are on the world around us. They will investigate, analyze, and create dilations of geometric figures. Students will model and solve real-world situations using equations, inequalities, functions, and systems of linear equations. Students will broaden their study of Geometry to angles, triangles, circles, and prisms which will allow them to find volume and surface area of a variety of 3 dimensional figures. Students will learn properties of exponents and use them in scientific inquiries dealing with very large and very small quantities. Finally, students will emphasize probability and associations in data. The Mathematical Practice Standards apply throughout our math courses so students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MATH 8 – Grade 8

Students will create rigid motion transformations and will investigate, analyze, and create dilations of geometric figures. Students will model and solve real-world situations using equations, inequalities, functions, and systems of linear equations. Students will broaden their study of Geometry to circles which will allow them to find volume and surface area of cones and spheres. Finally, students will learn properties of exponents and use them in scientific inquiries dealing with very large and very small quantities. The Mathematical Practice Standards apply throughout our math courses so students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MATH 8/I - Grade 8

Grade 8 students who are recommended for Math 8/I will take a compacted curriculum of Math 8 and Math I during the school year. Students will model and solve real-world situations using equations, inequalities, functions, and systems of linear equations, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Students will learn properties of exponents and use them in scientific inquiries. Students will create rigid motion transformations and will investigate, analyze, and create dilations of geometric figures. Students will deepen their understanding of circles to find volume and surface area of cones and spheres. Finally, students will tie together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout our math courses so students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MATHEMATICS I/II – Grade 8

In Mathematics I/II students formalize and extend the mathematics that they learned in the middle grades and focus on quadratic expressions, equations, and functions, comparing their characteristics and behavior to those of linear and exponential relationships. Students will extend their set of rational numbers and will be introduced to real and complex numbers so quadratic equations can be solved. Students will explore the link between probability and data through conditional probability and counting methods, including their use in making and evaluating decisions. Students will build upon their knowledge of similarity which will lead to an understanding of right triangle trigonometry and connects to quadratics through the Pythagorean relationships. They will use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge. And, finally, students will tie together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout our math courses so students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

PERFORMING ARTS

BAND

Grade: 6 (Elective)

Year long alternating day

Fee: \$50.00 (rental of approved school instrument)

Students will perform challenging middle school level repertoire from a variety of genres. Students in 6th grade band will perform in several concerts each year including a fall and winter concert, a spring concert, and a “POPS” concert. All students have the opportunity to participate in the Wisconsin School Music Association Solo and Ensemble Contest, which could include flute choir, saxophone choir, percussion ensemble, clarinet choir, brass choir, and woodwind quintet in addition to any solo music the student would like to study and perform. Beginners are welcome and should contact the instructor prior to the start of the school year.

BAND

Grade: 7 (Elective)

Year long alternating day

Fee: \$50.00 (rental of approved school instrument)

Students in 7th grade band will build upon their musical skills learned in 6th grade band using the “Essential Elements 2000 Book 3” technique book. Students will perform challenging middle school level repertoire from a variety of genres. Students in 7th grade band will perform in several concerts each year including a fall and winter concert, a spring concert, and a “POPS” concert. This group performs every other year at a National Concert Band Festival. All students have the opportunity to participate in the Wisconsin School Music Association Solo and Ensemble Contest, which could include flute choir, saxophone choir, percussion ensemble, clarinet choir, brass choir, and woodwind quintet in addition to any solo music the student would like to study and perform. Beginners are welcome and should contact the instructor prior to the start of the school year.

BAND

Grade: 8 (Elective)

Year long alternating day

Fee: \$50.00 (rental of approved school instrument)

Students in 8th grade band will build upon their musical skills learned in 7th grade band using the “Essential Elements 2000 Book 3” technique book. Students will perform challenging middle school and early high school level repertoire from a variety of genres. Students in 8th grade band will perform in several concerts each year including a fall and winter concert, a spring concert, and a “POPS” concert. This band will also perform with the PHS Pep Band at a PHS home basketball game. This group performs every other year at a national concert band festival. All students have the opportunity to participate in the Wisconsin School Music Association Solo and Ensemble Contest, which could include flute choir, saxophone choir, percussion ensemble, clarinet choir, brass choir, and woodwind quintet in addition to performing a solo with their instrument. Beginners are welcome and should contact the instructor prior to the start of the school year.

MUSIC APPRECIATION & PERFORMANCE

Grade: 6 (Elective)

Year long alternating day

Students in Music Appreciation and Performance will build upon their musical skills through challenging middle school level and early high school level repertoire from a variety of genres and contest music. Students in choir may perform in many school sponsored events, including assemblies. Students will also perform in several concerts each year including a fall concert, a spring concert, and a "POPS" concert. This choir will also perform with the PHS choirs at various concerts, and/or on field trips, and will also perform every other year at a national concert choir festival. All students have the opportunity to participate in the Wisconsin School Music Association Solo and Ensemble Contest, which could include solos, duets, trios, and quartets.

MUSIC APPRECIATION & PERFORMANCE

Grade: 7 & 8 (Elective)

Year long alternating day

Students in this vocal performance general music class will build upon their musical skills through challenging middle school level and early high school level repertoire from a variety of genres and contest music. Students will perform in many school sponsored events including assemblies, a winter concert, a spring concert, and a "POPS" concert. This musical group will also perform with the PHS Varsity Ensembles at various concerts, as well as performing every other year at a national music festival. Students will have the opportunity to participate in the Wisconsin School Music Association Solo and Ensemble Contest, which could include solos, duets, trios, and quartets. Beginners are welcome.

DRAMA

Grade: 7 (Elective)

Semester alternating day

Fee: See Information Below

Students taking this course will be introduced to different artistic skills required to put on a musical production. This workshop style class will dive into the many skills that make successful performers and theater artists both on and off the stage. Artistic technical skills such as characterization, staging, lighting, props, and costuming will be experienced first hand as the students work to support Asa Clark's musical production in a variety of on and off stage capacities. In addition to supporting Asa Clark Middle School's musical production, students will explore the current theater of today and discuss how the power of theater can transcend time and culture. Some after school and evening/weekend time commitments will be required for rehearsals and performances depending on the production role the student receives. Let your creativity flow in this introductory theater production class.

Fees and costs associated with each musical production ***MAY*** include the following:

- Personally provide your own costume (if student has a cast role); black pants, black shirt, and black shoes; and a field trip fee (if field trip opportunity is made available).

DRAMA

Grade: 8 (elective)

Semester alternating day

Fee: See Information Below

Students taking this course will be introduced to the basic elements of a musical production and performance by focusing on large ensemble numbers, acting, and stage performance. Students will be immersed in many aspects of the theatrical world as they work together to perform in the Asa Clark Middle School musical production. Students will be introduced to the different technical elements of the production, but their focus will be on what it means to be a performer. All students in this class will be expected to perform as an actor in some capacity. Some after school and evening/weekend time commitments will be required for rehearsals and performances. In addition to Asa Clark Middle School's musical production, students will explore the current theater of today. Let your creativity flow in this performance based musical production class.

Fees and costs associated with each musical production ***MAY*** include the following:

- Costume rental fee (approximately \$25); personally provide your own costume (if student has a cast role); black pants, black shirt, and black shoes; and makeup.

PHYSICAL EDUCATION & FITNESS/HEALTH

Required – Year long alternating class

PHYSICAL EDUCATION – GRADE 6

This course will provide students with the foundational skills needed to develop and implement their own personalized fitness plan during seventh and eighth grades and into high school. An emphasis will be placed on the development of fundamental movements, an understanding of key fitness terminology and principles, and the development of effective social skills and goal setting strategies.

FITNESS/HEALTH – GRADE 7

This course will provide students with the opportunity to participate in team sports, individual sports, weight training, outdoor education/non-traditional activities, and health classes.

In order to provide students with the best possible experience, students are given a choice of "paths" they can take within the class in hopes of maximizing each student's level of interest and involvement in the class. Each unit, students will select their desired level of competitiveness and are grouped with other students that share the same level of competitiveness.

Regardless of the path each student selects, they will participate in yearly fitness testing and health related lessons dealing with topics such as stress management, alcohol and other drugs, human growth and development, and nutrition.

FITNESS/HEALTH – GRADE 8

This course will provide students with the opportunity to participate in team sports, individual sports, weight training, outdoor education/non-traditional activities, and health classes.

In order to provide students with the best possible experience, students are given a choice of "paths" they can take within the class in hopes of maximizing each student's level of interest and involvement in the class. Each quarter, students will select between traditional physical education and an alternative of weight training or outdoor education/non-traditional activities.

Students selecting traditional physical education will participate in popular, culturally relevant activities such as basketball, football, and softball. Students selecting weight training will learn the proper form used in fundamental lifts, as well as the functions of the major muscle groups. Students selecting outdoor education/non-traditional activities will participate in lifetime activities designed to develop an appreciation for the outdoors and recreation.

Regardless of the path each student selects, they will participate in yearly fitness testing and health related lessons dealing with topics such as stress management, alcohol and other drugs, human growth and development, and nutrition.

SCIENCE

Required – Semester class

Science inquiry is defined in middle school as the process of asking questions and discovering the "why" in regards to science topics. Students do not learn science concepts exclusively based on teacher instruction; instead, students will construct their own knowledge with teacher guidance. When inquiry-based labs are used, teachers will facilitate and provide guidance when students demonstrate a need, but students will be responsible to come up with their own processes of how to solve an experiment. Students will use the CER (Claims, Evidence, & Reasoning) format to record and analyze classroom lab results. Measurements and graphing of data are a vital part of this process as students collect, analyze, and display their information gathered during lab activities.

SCIENCE – GRADE 6

Students will study space and analyze the earth-sun-moon system, the solar system, the solar system and beyond, planet earth (geology), and weather/climate. In the planet earth unit, students will study earth systems, processes that shape earth, earth's process through geologic time, and earth's natural hazards. In the final unit of study (weather/climate), students will examine the atmosphere and energy, weather, and climate.

SCIENCE – GRADE 7

Within ecosystems, students will explore the flow of energy and how matter is constantly being recycled; changes create a ripple effect that impacts other components of the ecosystem. At the cellular level, students will explore the various functions of the cell and connect cells to tissues, organs, and systems within our body and in our world. Through genetics, students will explore how DNA is the building block of all forms of life and the processes in which DNA of plants and animals is created and replicated.

SCIENCE – GRADE 8

Science 8 examines the physical sciences of forces, waves, magnetic and electromagnetic energy, and chemistry. In the forces, waves, and magnetic and electromagnetic units, students will design and perform lab activities to develop an understanding of and apply physics concepts like Newton's Three Laws of Motion, sound and light properties, mechanical wave energy and various invisible forces. The chemistry unit will center on the basics of chemical reactions, mixtures, and compounds. Additionally, topics like atoms, the periodic table, chemical formulas, and balancing equations are explored within the unit.

SOCIAL STUDIES *Required – Semester class*

SOCIAL STUDIES – Grade 6

Sixth grade Social Studies curriculum uses essential questions to guide students through the geography and history of ancient civilizations. Assessments for the units are a mixture of constructed responses, performance assessments, and project based learning. Ancient civilizations studied are Egypt, India, China, Rome, and Greece. Unit learning targets include:

- Effectively use a variety of geographical representations to analyze a society;
- Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment;
- Identify and analyze why certain ancient historical events, discoveries, and innovations are historically significant.

CULTURAL WORLD GEOGRAPHY – GRADE 7

The study of World Geography is designed to introduce students to the many cultural aspects found throughout the world and how they relate to the spaces and places where they originate. Students will compare cultural, political, economic, and religious characteristics through the analysis of primary and secondary documents (i.e., maps, and pictures and documents). While studying humans around the world, students will compare their development, standards of living, systems of government, and economic factors. In addition, students will gain a rich understanding of global cultures and the historical factors that have shaped the world around them.

This course has a literacy focus and will include an emphasis on cross-curricular learning with students' English Language Arts class. Students will learn to evaluate and reference non-fiction texts, use appropriate research skills, and communicate ideas effectively through speaking. Through standards-based grading, each student will be assessed for their understanding of the curriculum as it applies to the standards of the class.

U.S. HISTORY 1600-1865 – GRADE 8

The study of U.S. History 1600-1865 examines the major turning points in American history beginning with the events leading up to the American Revolution, the origins of our constitution, reform movements, Manifest Destiny, and ending with the Civil War. Using primary and secondary documents

and current events, students learn about the various political, social, religious, and economic developments that have shaped and continue to shape the United States. Critical thinking is emphasized as an integral way of understanding how the past relates to the present and future. Units will include Colonial Settlement, Revolutionary War, Articles of Confederation and Constitution, Early Years of the Republic, Westward Expansion, and the Civil War.

This course has a literacy focus and will include an emphasis on cross-curricular learning with students' English Language Arts class. Students will learn to evaluate and reference non-fiction texts, use appropriate research skills, and communicate ideas effectively through speaking. Through standards-based grading, each student will be assessed for their understanding of the curriculum as it applies to the standards of the class.

WORLD LANGUAGE

Please note that a minimum of two years of world language study is required in middle school.

- ***Students in 6th grade are required to complete the World Language Explore course***
- ***Students in 7th grade are required to complete either a Chinese A, French A or Spanish A course.***
- ***Students are encouraged to take three consecutive years of the same World Language in order to be eligible to take Level 2 in 9th grade. Level A world language classes (French A, Spanish A, Chinese A) will not be offered to 8th grade students***

In our 21st century society, the study of a second language is essential to the core academic curriculum, college and career readiness, global citizenship, and the economic prosperity of the United States. Students must be linguistically, socially, and culturally equipped to communicate successfully and demonstrate understanding, tolerance, and respect in our multilingual, multicultural world.

The world language program is built on the five national standards of *communication, cultures, connections, comparisons, and communities*, (5 C's) which are outlined by The American Council for Teachers of Foreign Languages (ACTFL) and aligned to the Common Core State Standards. Communication is at the heart of second language study, whether the *communication* takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain knowledge and understanding of the *cultures* that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides *connections* to additional disciplines that may be unavailable to the monolingual English speaker. Through *comparisons* and contrasts with the language being studied, students will develop insight into the nature of language and the concept of culture, and will realize that there are multiple ways of viewing the world. Together, these elements enable a student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways.

Learner-centered activities are designed to incorporate all 5 C's with real-life applications. Students will communicate in three modes; interpersonal (conversation), presentational (speaking and writing), and interpretive (listening and reading), and will advance through proficiency levels (novice and intermediate) at their own pace. Common themes spiral throughout a student's proficiency-based journey.

WORLD LANGUAGE EXPLORE – GRADE 6 (Elective)

Year long alternating day

Students will have the opportunity to experience Chinese, French, and Spanish in an exploratory environment. While engaging in learning the basics of these languages, students will also explore the cultures that surround each language. With this, students will become more globally aware while also getting the necessary information they will need to make a decision on which language they will select for 7th grade.

FRENCH A – GRADE 7 (Elective)

Year long alternating day

French A is an introduction to the basic foundations of the French language and culture. Students will investigate the culture and language by developing strategies and skills necessary to hold simple conversations in French, interpret authentic discourse, and express ideas in intercultural situations where French is used. Students will explore French culture through different thematic units while studying the language through topics and the function of the language within these topics. By the end of the year, students will be able to express themselves and initiate simple conversations. This course is equivalent to the first semester of high school French Level 1 and prepares students for French B. Students need to successfully complete both French A and B to have the opportunity to enroll in French Level 2 in 9th grade.

FRENCH B – GRADE 8 (Elective)

Year long alternating day

Prerequisite: French A

French B is a continuation of French A. In this year-long course, students will continue their study of the French language. They will review and expand their knowledge of French through various models of communication including reading, writing, listening, or speaking.. Students will develop strategies and language skills to talk about themselves and communicate with others on familiar topics in intercultural situations where French is used. Students will also learn to understand the various cultures in different areas of the French speaking world and compare them with their own cultures, thus to appreciate the diversity of languages and cultures around the world. This course is equivalent to the second semester of high school French Level 1 and prepares students for French Level 2. Students need to successfully complete both French A and B to have the opportunity to enroll in French Level 2 in 9th grade.

MANDARIN CHINESE A – GRADE 7 (Elective)

Year long alternating day

Mandarin Chinese A is an introduction to the basic foundations of the Mandarin Chinese language and culture. Students will investigate the culture and language by developing strategies and skills necessary to hold simple conversations in Mandarin Chinese, interpret authentic discourse, and express ideas in intercultural situations where Mandarin Chinese is used. Students will explore Chinese culture through different thematic units while studying the language through topics and the function of the language within these topics. By the end of the year, students will be able to express themselves and initiate simple conversations. This course is equivalent to the first semester of high school Mandarin Chinese Level 1 and prepares students for Mandarin Chinese B. Students need to

successfully complete both Mandarin Chinese A and B to have the opportunity to enroll in Mandarin Chinese Level 2 in 9th grade.

MANDARIN CHINESE B – GRADE 8 (Elective)

Year long alternating day

Prerequisite: Mandarin Chinese A

Mandarin Chinese B is a continuation of Mandarin Chinese A. In this year-long course, students will continue their study of the Chinese language. Students will review and expand their knowledge of Mandarin Chinese in three modes of communication (interpretive, presentational, and interpersonal). They will develop strategies and language skills to talk about themselves and communicate with others on familiar topics in intercultural situations where Mandarin is used. Students will also learn to understand the various cultures in different areas of China and compare them with their own cultures, and thus to appreciate the diversity of languages and cultures around the world. This course is equivalent to the second semester of high school Mandarin Chinese Level 1 and prepares students for Mandarin Chinese Level 2. Students need to successfully complete both Mandarin Chinese A and B to have the opportunity to enroll in Mandarin Chinese Level 2 in 9th grade.

SPANISH A – GRADE 7 (Elective)

Year long alternating day

Spanish A is an introduction to the basic foundations of Spanish. Students will investigate the culture and language of Spanish speaking countries by developing strategies and Spanish skills necessary to hold simple conversations, interpret authentic discourse, and express ideas in intercultural situations where Spanish is used. Students will explore Hispanic cultures through different thematic units while studying the language through topics and the function of the language within these topics. By the end of the year, students will be able to express themselves and initiate simple conversations. This course is equivalent to the first semester of high school Spanish Level 1 and prepares students for Spanish B. Students need to successfully complete both Spanish A and B to have the opportunity to enroll in Spanish Level 2 in 9th grade.

SPANISH B – GRADE 8 (Elective)

Year long alternating day

Prerequisite: Spanish A

Spanish B is a continuation of Spanish A with an emphasis on speaking as well as increasing vocabulary and developing grammar skills. Students will continue their journey through the ACTFL proficiency standards by engaging in discussions, expressing opinions, and interpreting authentic discourse while continuing to expand their understanding of our global community. Students will continue their exploration of and participation in Hispanic cultures through additional thematic units. While engaging in activities and projects, students will strengthen their knowledge of other disciplines and explore how Spanish can be useful in their future personal and professional goals. This course is equivalent to the second semester of high school Spanish Level 1 and prepares students for Spanish Level 2. Students need to successfully complete both Spanish A and B to have the opportunity to enroll in Spanish Level 2 in 9th grade.

CAREER & ENGINEERING EDUCATION (CTE) CAPSTONE

7TH GRADE STUDENTS FOR 2021-22 – PLEASE READ: Any 7th grade student who is considering enrolling in a Capstone course during their 8th grade year should plan on taking as many of the required prerequisite courses (noted below) during their 7th grade year.

8TH GRADE STUDENTS FOR 2021-22 – PLEASE READ: Career & Engineering Education (CTE) Capstone courses (*for 8th grade students only during the 2nd semester*) are designed to allow students the opportunity to expand their knowledge and interest in two specific CTE strands. Each student will work with multiple teachers in their respected areas of expertise to delve deeper into a specific area of interest.

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APPLICATION PROCESS: Incoming 8th grade students who choose a Capstone class as an elective will need to complete an application process for admission into the capstone program. Students will need to follow the following steps to be considered:

1. All students who have selected a Capstone class will be emailed a self assessment application. Students must complete and submit the application no later than Wednesday, December 22nd.
2. Students will be required to provide one letter of recommendation from a non-relative. Recommendation forms should be picked up from Mrs. Duss in the front office and are due no later than Wednesday, December 22nd.

* Failure to complete these steps by the above due dates will result in not being considered for the Capstone class.

CULINARY STRAND – GRADE 8

2nd Semester – Semester alternating days

Prerequisites: Entrepreneurship, plus Introduction to Culinary Arts OR Worldwide Cuisine.

Students will come into this strand with background work in using culinary tools, equipment, and techniques in the kitchen. Using this knowledge, students will create and develop a recipe and then execute that recipe. They will then develop a business plan to actively sell their product to a specific audience.

ENGINEERING STRAND – GRADE 8

2nd Semester – Semester alternating days

Prerequisites: Entrepreneurship and at least one of the following courses:

- ***Engineering and Design***
- ***App Creators and Coding***
- ***Automation and Architecture***

Students will come into this strand with background knowledge in engineering and entrepreneurship. Students will develop a plan to utilize their specific knowledge and experience to explore potential business and entrepreneurial avenues.