

# MIDDLE SCHOOL PROGRAM OF STUDIES

2008 - 2009 COURSE DESCRIPTION BOOK

## Blue Springs R-IV School District Grades 6, 7, & 8

[www.bluesprings-schools.net](http://www.bluesprings-schools.net)

[www.bluesprings-schools.net](http://www.bluesprings-schools.net)

[www.bluesprings-schools.net](http://www.bluesprings-schools.net)

### TABLE OF CONTENTS

Notice of Non-discrimination .....	Page 3
Purpose.....	Page 3
Organizational Format .....	Page 3
School District Philosophy and Mission .....	Page 4
Middle School Program of Studies .....	Page 4
Middle School Components .....	Page 5
Counseling & Guidance.....	Page 6
Middle School Supportive Services.....	Page 6
Library/Media Center Program .....	Page 7
Promotion/Retention Guidelines	
• Sixth Grade Students .....	Page 8
• Seventh Grade Students .....	Page 9
• Eighth Grade Students .....	Page 10
Career Paths Overview .....	Page 11

## CAREER PATHS: General Information

- Arts and Communication ..... Page 12
- Business, Management and Technology ..... Page 12
- Health Services ..... Page 13
- Human Services ..... Page 13
- Industrial and Engineering Technology ..... Page 14
- Natural Resources ..... Page 14

## GRADE 6

- Overview of Curricular Offerings..... Page 15
- Course Descriptions ..... Pages 16 - 19
  - Required (Core) Courses..... Page 16
  - Exploratory Courses ..... Page 17
  - Gifted Program ..... Page 19

## GRADE 7

- Overview of Curricular Offerings..... Page 20
- Course Descriptions ..... Pages 21-24
  - Required (Core) Courses..... Page 21
  - Exploratory Courses ..... Page 22
  - Gifted Program ..... Page 24

## GRADE 8

- Overview of Curricular Offerings..... Page 25
- Course Descriptions ..... Pages 26-30
  - Required (Core) Courses..... Page 26
  - Exploratory Courses ..... Page 28
  - Gifted Program ..... Page 30
- Math Flow Chart ..... Page 31
-

## NOTICE OF NON-DISCRIMINATION

The Blue Springs School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Student Disability Inquiries:	Mr. Randy Laskowski, Assistant Director, Special Education 1801 NW Vesper, Blue Springs, MO 64015 (816) 224-1362      (816) 224-1397 (TTY)
Student & Employee Inquiries:	Dr. Nancy Stonner, Assistant Superintendent, Human Resources 1801 NW Vesper, Blue Springs, MO 64015 (816) 224-1300
Facilities Inquiries:	Mr. Will Cumberland, Director of Buildings & Grounds 1801 NW Vesper, Blue Springs, MO 64015 (816) 224-1300

## PURPOSE

This Course Description Book has been developed for the students and parents in the Blue Springs School District to present important information about programs and courses offered at the four middle schools. Students and parents should be able to combine the information in the guidebook with advice received from teachers, counselors, and administrators in order to make decisions about courses that will provide students with the education they need for future plans. Students and parents are encouraged to keep this guidebook as a handy reference to use throughout the school year. Location on the Web is [www.bluesprings-schools.net](http://www.bluesprings-schools.net).

## ORGANIZATIONAL FORMAT

Exciting changes are in store for students during their middle school years. As they enter middle school, they will grow in many ways, explore new ideas, and try new activities. They will learn more about themselves and their world. They will also begin to think more seriously about their education and their future.

Middle school is different in many ways from elementary school. Students will be in a larger building with many more students. They will see some students who look older than themselves and others who do not. There will be new friends to make, new courses to study, and much to learn.

The organizational format for middle schools consists of students on grade level teams with teacher advisement.

## BLUE SPRINGS SCHOOL DISTRICT PHILOSOPHY AND MISSION

**Philosophy:** The Blue Springs School District is dedicated to the proposition that each child in the district, regardless of sex, economic or social status, geographic location, race or individual difference, should experience a broad and balanced education. In order to accomplish these goals, a variety of programs and teaching methods will be employed to meet the various needs and differences in the abilities of the students. The objective of the Blue Springs School District is to establish a program to deal with each student's special gifts and to allow each student an opportunity to attain maximum achievement.

**Mission Statement:** The mission of the Blue Springs School District is to create an educational community in which each individual acquires knowledge, develops skills, and functions as a literate citizen to achieve personal goals.

## MIDDLE SCHOOL PROGRAM OF STUDIES

The basic curriculum is composed of a common body of knowledge which students began acquiring in elementary school. Continuing attention is placed on mastery of basic skills and academic skills, while providing opportunities for exploration to enhance students' understanding and awareness of career opportunities.

It is important to continue the educational development begun in elementary school, while at the same time preparing students for the experiences of high school.

This Course Description Book describes the course offerings available to students in the Blue Springs School District middle schools. It lists required courses that all students must take, and contains descriptions of subjects from which students may choose. It is designed to be helpful to you and your student as you enter into the middle school academic program.

Middle school offers many learning opportunities for students. Teachers, counselors, support staff, and principals are ready to assist students as they progress toward high school. The curriculum is evaluated annually and revised to accommodate the changing demands of today's society upon our youth. It is our hope that each student's learning experience in middle school will be valuable and helpful. This period of adolescence is filled with promise as students begin their search for careers and life beyond high school.

This guidebook has explanations of each course offered at the middle school level. Parents and students are encouraged to keep this guidebook throughout the year as a reference. Nevertheless, questions often arise about course offerings and school life. If you have any questions, please do not hesitate to call a middle school counselor or principal.

All teachers and staff members are excited about the opportunities awaiting students in middle school. Please continue to support your student through this new and very important experience.

### TEAMS:

Each student is on a team of approximately 100 students with a student/teacher ratio of approximately 25 to 1. Students in all three grades work with a team of teachers for their core subjects: math, science, social studies, and communication arts. At sixth grade, the teams also include reading. Seventh grade teams include academic skills-7, and eighth grade teams include academic skills-8.

All students on a team share the same teachers. In addition, these teachers' classrooms are next to each other, and their lockers are located in the hallway near their team's classes.

### BLOCK SCHEDULING

The middle school schedule is built around blocks of time. Within these blocks are core subjects: math, science, social studies, and communication arts. The sixth grade core includes reading; the seventh grade includes academic skills; and the eighth grade includes academic skills. This is called the *Interdisciplinary Core Block*.

Students also have a block of time when they take exploratory classes such as foreign language, art, computer, family & consumer science, communications, or technology. The purpose of these classes is to provide an exposure to a wide variety of experiences. This is called *Exploratory Rotation*.

### ADVISEMENT PROGRAM:

The advisory program recognizes that receiving assistance from adults is critically important for the intellectual and personal development of early adolescents as they make the transition from childhood to adulthood. The key element of advisement groups is each student is known well by at least one adult in the school to whom he or she may turn for assistance.

The overall goals of the advisory program are as follows:

- Assure each student is provided a caring and concerned adult advocate on a regular basis who is knowledgeable about his or her personal adjustment to school and academic progress.
- Provide an opportunity for each student to develop a sense of belonging, security and trust in a small group.

**COUNSELING AND GUIDANCE**

The middle school counseling program is an important part of the total educational program. Since this is a unique developmental time for adolescents, the school counselor can be a supportive person to help students work out problems related to their educational, personal, and social development.

The Missouri Comprehensive Guidance program competencies encourage counselors to provide information about exploring and planning careers, making decisions, planning for high school and beyond, improving study skills, understanding and accepting self, as well as understanding how to get along with others.

Counselors are available to facilitate conferences with students, teachers, parents and/or administrators. Additionally, counselors are responsible for individual and small group counseling, classroom programs, conflict mediation, crisis intervention, educational testing, and program placement. Counselors help monitor the middle school academic experience and assist students with preparing for the high school program.

Counselors are trained to assist students, teachers, and parents with questions, ideas, problems, and concerns.

**BLUE SPRINGS MIDDLE SCHOOL SUPPORTIVE SERVICES**

In accordance with Public Law 94-142, and the reauthorization of same, PL105-17 Individuals With Disabilities Education Act (IDEA), the Blue Springs School District offers a continuum of supportive services for students possessing or assessed as needing an Individualized Education Program (IEP).

The Blue Springs School District provides services for students with disabilities in the following categories:

- Autism
- Deaf/Blindness
- Emotional Disturbance
- Hearing Impairment and Deafness
- Cognitive Impairment
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disabilities
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment/Blind
- Young Child With a Developmental Delay

If a student has an IEP, parents should contact the current supportive services teacher or counselor regarding enrollment procedures for the programs listed above.

Library Media Center services are available to all students in grades 6-8. A full-time library media specialist and support staff assist students during school hours. The library media specialist collaborates with teachers to integrate basic information literacy skills across the curriculum. These skills include the following objectives:

1. Students will define the information problem.
2. Students will develop information seeking strategies.
3. Students will locate and access information.
4. Students will organize and present information.
5. Students will evaluate the research process and product.
6. Students will select a variety of materials appropriate to their reading level.
7. Students will seek information related to various personal interests.
8. Students will use information responsibly by citing sources.

## PROMOTION/RETENTION GUIDELINES FOR SIXTH GRADE STUDENTS

1. Students who pass 6 semesters of core subjects, including at least 1 semester of communication arts, 1 semester of reading, and 1 semester of math, will be promoted to seventh grade. (However, students who need to improve their skills in any of these three areas should enroll and plan to attend middle level summer school in June/July prior to the beginning of their seventh grade year.)
2. The records of students who have passed only 4 or 5 semesters will be reviewed using the following criteria:
  - a. The student must have passed at least 1 semester of communication arts, 1 semester of reading, and 1 semester of math in the sixth grade.
  - b. If a student does not pass the required semesters of communication arts, reading, and math yet wishes to be considered for promotion, the course(s) not passed (communication arts, reading, or math) must be taken in middle level summer school in June/July of the summer immediately following the student's sixth grade year.
  - c. Students that fail both math and communication arts or reading will be handled individually. The principal will review each student's records. The principal will decide upon the student's retention or promotion after considering his/her academic history, current age, and any other special characteristics/needs exhibited by the student.
3. The parents of any student being reviewed according to guideline 2 above should then be contacted to come in for a conference. The parent should be made aware of the importance of the student's skill development in math, English, and reading, since these skills are required for multiple years at the senior high level – thus, the explanation for the summer school requirement.
4. **All students who pass fewer than 6 semesters will be enrolled by their counselors in middle level summer school classes in communication arts and/or math. Parents should contact the student's counselor or building principal if there is any question about this procedure.**
5. Board of Education Policy #5.42 states that the final decision regarding retention shall rest with the professional staff of the Blue Springs School District.

## PROMOTION/RETENTION GUIDELINES FOR SEVENTH GRADE STUDENTS

1. Students who pass 6 semesters of core subjects, including at least 1 semester of communication arts, and 1 semester of math, will be promoted to eighth grade. (However, students who need to improve their skills in either of these two areas should enroll and plan to attend middle level summer school in June/July prior to the beginning of their eighth grade year.)
2. The records of students who have passed only 4 or 5 semesters will be reviewed using the following criteria:
  - a. The student must have passed at least 1 semester of communication arts and 1 semester of math in the seventh grade.
  - b. If a student does not pass the required 2 semesters of communication arts and math yet wishes to be considered for promotion, the course(s) not passed (communication arts or math) must be taken in middle level summer school in June/July of the summer immediately following the student's seventh grade year.
  - c. Students that fail both math and communication arts will be handled individually. The principal will review each student's records. The principal will decide upon the student's retention or promotion after considering his/her academic history, current age, and any other special characteristics/needs exhibited by the student.
3. The parents of any student being reviewed according to guideline 2 above should then be contacted to come in for a conference. The parent should be made aware of the importance of the student's skill development in math and communication arts since these skills are required for multiple years at the senior high level – thus, the explanation for the summer school requirement.
4. **All students who pass fewer than 6 semesters will be enrolled by their counselors in middle level summer school classes in communication arts and/or math. Parents should contact the student's counselor or building principal if there is any question about this procedure.**
5. Board of Education Policy #5.42 states that the final decision regarding retention shall rest with the professional staff of the Blue Springs School District.

## PROMOTION/RETENTION GUIDELINES FOR EIGHTH GRADE STUDENTS

1. Students, who pass 10 semesters, including at least 1 semester of communication arts, and 1 semester of math, will be promoted to ninth grade. (However, students who need to improve their skills in either of these two areas should enroll and plan to attend middle level summer school in June/July prior to the beginning of their ninth grade year.)
2. The records of students who have passed only 8 or 9 semesters will be reviewed using the following criteria:
  - a. The student must have passed at least 1 semester of communication arts and 1 semester of math in the eighth grade.
  - b. If a student does not pass the required 2 semesters of communication arts and math yet wishes to be considered for promotion, the course(s) not passed (communication arts or math) must be taken in middle level summer school in June/July of the summer immediately following the student's eighth grade year.
  - c. Students that fail both math and communication arts will be handled individually. The principal will review each student's records. The principal will decide upon the student's retention or promotion after considering his/her academic history, current age, and any other special characteristics/needs exhibited by the student.

NOTE: the above students may be required to undergo additional testing in communication arts and Math prior to being approved for promotion to 9<sup>th</sup> grade. The student and his/her parent may also be required to conference with a senior high counselor and an administrator prior to final enrollment.

6. The parents of any student being reviewed according to guideline 2 above should then be contacted to come in for a conference. The parent should be made aware of the importance of the student's skill development in math and communication arts since these skills are required for multiple years at the senior high level – thus, the explanation for the summer school requirement.
7. **All students who pass fewer than 10 semesters will be enrolled by their counselors in middle level summer school classes in communication arts and/or math. Parents should contact the student's counselor or building principal if there is any question about this procedure.**
8. Board of Education Policy #5.42 states that the final decision regarding retention shall rest with the professional staff of the Blue Springs School District.

# CAREER PATHS OVERVIEW

**What Are Career Paths?** Career paths are clusters of occupations and careers that are grouped because many of the people in them share similar interests and strengths. All paths include a variety of occupations that require different levels of education and training. Selecting a career path provides you with an area of FOCUS, along with FLEXIBILITY and a VARIETY of ideas to pursue

---



## ARTS AND COMMUNICATION

*Occupations related to the humanities and the performing, visual, literary, and media arts. These may include architecture, interior design, creative writing, fashion design, film, fine arts, graphic design and production, journalism, languages, radio, television, advertising, and public relations.*



## BUSINESS, MANAGEMENT & TECHNOLOGY

*Occupations related to the business environment. These may include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.*



## HEALTH SERVICES

*Occupations related to the promotion of health and the treatment of disease. These may include research prevention, treatment and related technologies.*



## HUMAN SERVICES

*Occupations related to economic, political and social systems. These may include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, and social services.*



## INDUSTRIAL AND ENGINEERING TECHNOLOGY

*Occupations related to the technologies necessary to design, develop, install, or maintain physical systems. These may include engineering, manufacturing, construction, service, and related technologies.*



## NATURAL RESOURCES

*Occupations related to the environment and natural resources. These may include agriculture, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.*

# CAREER PATHS



## ARTS AND COMMUNICATION



Occupations related to the humanities and the performing, visual, literary, and media arts. These may include architecture, interior design, creative writing, fashion design, film, fine arts, graphic design and production, journalism, languages, radio, television, advertising, and public relations.

*Are you a creative thinker, imaginative, innovative, and original, like to communicate ideas?  
This may be the career path for you!!*

### Occupations in the career path may include:

<i>Broadcast Technicians</i>	<i>Architects</i>
<i>Composer/Typesetter</i>	<i>Commercial Artists</i>
<i>Interpreter &amp; Translator</i>	<i>Designers</i>
<i>Public Relations Specialists</i>	<i>Graphic Artists (Visual Artists)</i>
<i>Radio &amp; TV Announcers/Newscasters</i>	<i>Fashion Designer</i>
<i>Reporters &amp; Correspondents</i>	<i>Florist</i>
<i>Technical Writer</i>	<i>Industrial Designer</i>
<i>Writers &amp; Editors</i>	<i>Interior Decorator</i>
<i>Actors, Directors &amp; Producers</i>	<i>Jeweler</i>
<i>Dancers &amp; Choreographers</i>	<i>Merchandise Display Worker</i>
<i>Model</i>	<i>Motion Picture Projectionist</i>
<i>Musicians</i>	<i>Photographers &amp; Camera Operators</i>
<i>Horticulturist</i>	<i>Sign Painter</i>



## BUSINESS, MANAGEMENT & TECHNOLOGY



Occupations related to the business environment. These may include entrepreneurship, sales marketing, computer/information systems, finance, accounting, personnel, economics, and management.

*Do you like being a leader, organizing people, planning activities for others and talking with important people? Do you like working with numbers or ideas, like to carry through an idea and see the end product, like to know what is expected of you and like things around you to be neat and orderly?  
This may be the career path for you!!*

### Occupations in the career path may include:

<i>Accountants &amp; Auditors</i>	<i>Retail Sales Works</i>	<i>Adjusters &amp; Investigators</i>
<i>Building Manager</i>	<i>Stock Broker</i>	<i>Bank Tellers</i>
<i>Budget Analysis</i>	<i>Travel Agents</i>	<i>Billing Clerk</i>
<i>City Manager</i>	<i>Actuary</i>	<i>Computer Operators</i>
<i>Credit Manager</i>	<i>Computer Systems Analyst</i>	<i>Court Clerk</i>
<i>Personnel, Training &amp; Labor Relations Specialists</i>	<i>Computer Programmer</i>	<i>Court Reporter</i>
<i>Postmaster &amp; Mail Supt.</i>	<i>Cost Estimator</i>	<i>Data Entry Operator</i>
<i>Property &amp; Real Estate Mgr.</i>	<i>Economics &amp; Marketing</i>	<i>Dispatchers</i>
<i>Purchasing Agents &amp; Manager</i>	<i>Research Analysis</i>	<i>File Clerk</i>
<i>Cashiers</i>	<i>Mathematicians</i>	<i>Postal Clerks</i>
<i>Real Estate Agents/Brokers</i>	<i>Statisticians</i>	<i>Receptionists</i>
<i>Shipping &amp; Receiving Clerk</i>	<i>Underwriters</i>	<i>Secretaries</i>

# HEALTH SERVICES

Occupations related to the promotion of health and the treatment of disease. These may include research, prevention, treatment and related technologies.

*Do you like helping people who are sick, or helping people to stay well? Are you interested in new diseases and how the body works? Do you like observing people and looking for changes in how they are doing?*

*This may be the career path for you!!*

## Occupations in the career path may include:

<i>Activities Therapist</i>	<i>Dental Assistants</i>	<i>Dental Lab Technician</i>
<i>Ambulance Attendants</i>	<i>Home Health Aides</i>	<i>Dialysis Technician</i>
<i>Dieticians &amp; Nutritionists</i>	<i>Medical Assistants</i>	<i>Dispensing Opticians</i>
<i>Occupational Therapist</i>	<i>Nursing &amp; Psychiatric Aides</i>	<i>EEG Technologists</i>
<i>Occupational Therapy Assistant</i>	<i>Chiropractors</i>	<i>Emergency Med. Tech.</i>
<i>Optometric Assistant</i>	<i>Dentists</i>	<i>Industrial Hygienist</i>
<i>Pharmacists</i>	<i>Optician/Dispensing</i>	<i>Licensed Practical Nurse</i>
<i>Physical Therapist</i>	<i>Optometrists</i>	<i>Medical Records Technicians</i>
<i>Physician Assistants</i>	<i>Physician</i>	<i>Nuclear Medical Technicians</i>
<i>Recreational Therapists</i>	<i>Podiatrist</i>	<i>Ophthalmic Lab Technicians</i>
<i>Registered Nurses</i>	<i>Clinical Laboratory Technologies</i>	<i>Radiology Technicians</i>
<i>Respiratory Therapists</i>	<i>&amp; Technician</i>	<i>Surgical Technicians</i>
<i>Speech/Language</i>	<i>Dental Hygienists</i>	<i>Ultrasound Technologists</i>
		<i>Pathologists &amp; Audiologists</i>



# HUMAN SERVICES



Occupations related to economic, political and social systems. These may include education, government, law and law enforcement, leisure and recreation, military, religion, childcare and social services.

*Are you friendly, open, outgoing, understanding and cooperative? Do you like to work with people to help solve problems? Is it important to you to do something that makes things better for other people?*

*This may be the career path for you!!*

## Occupations in the career path may include:

<i>Court Administrator</i>	<i>Library Technician</i>	<i>Funeral Director</i>
<i>Lawyers and Judges</i>	<i>Preschool Worker</i>	<i>Housekeeper</i>
<i>Correction Officers</i>	<i>Secondary School Teachers</i>	<i>Janitors &amp; Custodians</i>
<i>Firefighters</i>	<i>Special Education Teachers</i>	<i>Pest Control</i>
<i>Guards</i>	<i>Teacher Aide</i>	<i>Refuse Collector</i>
<i>Police, Detectives &amp; Special Agents</i>	<i>Service Station Attendant</i>	<i>Chefs &amp; Cooks</i>
<i>Clergy</i>	<i>Food &amp; Beverage Service</i>	<i>Upholsterers</i>
<i>Minister, Rabbi, Priest</i>	<i>Meat Cutter</i>	<i>Aircraft Pilot</i>
<i>Religious Worker</i>	<i>Human Services Worker</i>	<i>Air Traffic Controller</i>
<i>Adult Education Teachers</i>	<i>Marriage Counselor</i>	<i>Bus Drivers</i>
<i>Archivists &amp; Curators</i>	<i>Social Workers</i>	<i>Rail Transportation</i>
<i>College Faculty</i>	<i>Social Service Aide</i>	<i>Truck Drivers</i>
<i>Counselors</i>	<i>Substance Abuse Counselor</i>	<i>Recreation Attendant</i>
<i>Kindergarten &amp; Elementary Teachers</i>	<i>Vocational Rehab Counselor</i>	<i>Recreation Worker</i>
<i>Librarians</i>	<i>Barbers &amp; Cosmetologists</i>	<i>Psychologists</i>
	<i>Child Care Workers</i>	<i>Sociologists</i>
	<i>Flight Attendants</i>	



## INDUSTRIAL AND ENGINEERING TECHNOLOGY



Occupations related to the technologies necessary to design, develop, install, or maintain physical systems. These may include engineering, manufacturing, construction, service, and related technologies.

*Are you mechanically inclined, practical, like to use your hands and build things, and like to know how things work?*

*This may be the career path for you!!*

### Occupations in the career path may include:

<i>Aerospace Engineers</i>	<i>Industrial Machinery Repair</i>	<i>Electricians</i>
<i>Chemical Engineers</i>	<i>Line Installers/Cable Splicers</i>	<i>Engineering Technicians</i>
<i>Civil Engineers</i>	<i>Musical Equipment Repair</i>	<i>Forklift Operator</i>
<i>Electrical Engineers</i>	<i>Robotics Technician</i>	<i>Glaziers</i>
<i>Industrial Engineers</i>	<i>Small Engine Mechanics</i>	<i>Highway Maintenance Worker</i>
<i>Mechanical Engineers</i>	<i>TV &amp; Radio Repair</i>	<i>Insulation Workers</i>
<i>Nuclear Engineers</i>	<i>Vending Machine Services</i>	<i>Painters &amp; Paperhangers</i>
<i>Petroleum Engineers</i>	<i>Boilermakers</i>	<i>Plasterers</i>
<i>Aircraft Mechanics</i>	<i>Machinists</i>	<i>Plumbers &amp; Pipe fitters</i>
<i>Alarm System Installer</i>	<i>Tool &amp; Die Makers</i>	<i>Roofers</i>
<i>Automotive Body Repair</i>	<i>Welders</i>	<i>Sheet Metal Workers</i>
<i>Automotive Mechanics</i>	<i>Printing Press Operators</i>	<i>Electric Power Generating</i>
<i>Biomedical Technicians</i>	<i>Binder Workers</i>	<i>Operators</i>
<i>Computer Service Technicians</i>	<i>Pre-Press Workers</i>	<i>Stationary Engineers</i>
<i>Diesel Mechanics</i>	<i>Water Treatment Plant Workers</i>	<i>Bricklayers</i>
<i>Electronic Equipment Repair</i>	<i>Bulldozer Operator</i>	<i>Broadcast Technician</i>
<i>Farm Equipment Mechanics</i>	<i>Carpenters</i>	<i>Drafting</i>
<i>Heating/Air Conditioning Repair</i>	<i>Carpet Installers</i>	<i>Engineering Technician</i>
<i>Home Appliance Repair</i>	<i>Drywall Workers</i>	<i>Surveyors</i>



## NATURAL RESOURCES



Occupations related to the environment and natural resources. These may include agriculture, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

*Are you a nature lover, practical, curious about the physical world, interested in plants and animals, like to be physically active? Do you like to observe, learn, investigate or solve problems?*

*This career path may be for you!!*

### Occupations in the career path may include:

<i>Agricultural Scientists</i>	<i>Physicists &amp; Astronomers</i>
<i>Animal Caretaker</i>	<i>Agriculture Engineer</i>
<i>Biological Scientists</i>	<i>Coop. Extension Service</i>
<i>Veterinarian</i>	<i>Farm Operators &amp; Managers</i>
<i>Vet Laboratory Assistant</i>	<i>Fish &amp; Game Warden</i>
<i>Chemists</i>	<i>Gardener/Groundskeeper</i>
<i>Geologists &amp; Geophysicists</i>	<i>Landscape Architect</i>
<i>Meteorologists</i>	<i>Nursery Worker</i>
<i>Horticulturists</i>	

# GRADE 6

## OVERVIEW OF CURRICULAR OFFERINGS

---



---

# GRADE 6

### REQUIRED COURSES

Communication Arts (6) .....	all year
Reading (6) .....	all year
Mathematics (6) or Extended Math (6).....	all year
Science (6).....	all year
Social Studies (6).....	all year
Physical Education/Health .....	*all year

### EXPLORATORY COURSES (6-week rotation)

Art .....	six weeks
Introduction to Computers/Keyboarding.....	six weeks
Speech and Theater .....	six weeks
Exploratory Foreign Language.....	six weeks
Family and Consumer Science .....	six weeks
Introduction to Technology.....	six weeks
Reading 180**	

(Students choose from one of the following.)

Vocal Music .....	*all year
Beginning Band .....	*all year
Orchestra.....	*all year

\*These classes meet on alternating days.

\*\*Reading 180 will take the place of the exploratory courses for students who are in need of improving their reading skills.

# COURSE DESCRIPTIONS: GRADE 6

## REQUIRED CORE COURSES

**COMMUNICATION ARTS 6** – Sixth grade communication arts students will use language as a tool for learning and communicating in all disciplines. Students will write in a variety of forms for different purposes and audiences in order to discover and control their own writing processes. They will address issues of meaning as well as issues of grammar, usage, and mechanics. A variety of literature will be used as a resource to allow students to interact with and respond to professional and peer writers. Literary elements will be discussed and applied to the student's use of language. Emphasis will be placed on MAP skills and standards.

**READING 6** – Sixth grade reading will use a variety of literature as a resource to allow students to reflect and respond. Literary elements will be discussed and applied to the students' use of language. Students will learn and practice reading strategies to aid comprehension. Students will also use a variety of media reference resources to obtain information. MAP skills and standards will be emphasized.

**MATHEMATICS 6** – Sixth grade math emphasizes number sense. Units include decimals, fractions, measurement, mental math, geometry, statistics, graphing, and probability. The units incorporate critical thinking and logical reasoning skills in problem solving. (The selection for 7<sup>th</sup> grade Pre-Algebra will be determined during the 2<sup>nd</sup> semester prior to enrollment.)

OR

**EXTENDED MATH 6** – This course is designed for the highly motivated student that meets the criteria of having an A in 5<sup>th</sup> grade mathematics, a high score on the common assessment, proficient MAP score, and a high on the MAP assessment. This course will provide a challenge beyond the regular sixth grade math curriculum. These students must show proficiency in math skills learned K-5. Students enrolled in this course will be expected to handle a rigorous course of study. (The selection for 7<sup>th</sup> grade Pre-Algebra will be determined during the 2<sup>nd</sup> semester prior to enrollment.)

**SCIENCE 6** – This course involves a general framework with a physical science emphasis. This will include hands-on activities to implement the process skills, metric measurement, equipment use, and safety. Students will be engaged in laboratory experiences designed to highlight the scientific process, including scientific research.

**SOCIAL STUDIES 6** – This class is an introduction to the social sciences and the skills associated with them. These areas include government, economics, geography, ethnic cultures, historical and current events, and general study skills.

G

R

A

D

E

6

# COURSE DESCRIPTIONS: GRADE 6

## EXPLORATORY CLASSES

**Six Week Exploratory Rotation** – All sixth grade students will rotate every six weeks among the following exploratory courses: Foreign Language, Intro to Computers, Intro to Technology, Family & Consumer Science, Speech and Theater and Art.

**ART 6**– During this six-week course, students will experience a variety of art materials, learn creative ways to communicate their ideas, and learn how art has been and currently is an influential force in the world.

**INTRODUCTION TO COMPUTERS/KEYBOARDING 6** – This is a computer keyboarding class that will develop keyboarding techniques, accuracy, and speed. This is a prerequisite for all computer classes.

**SPEECH AND Theater 6** – This six-week exploratory course is designed to develop a comfort level for students when participating in public speaking situations. Students will participate in activities designed to enrich the four communications skills in the areas of listening, speaking, writing, and reading through such activities as pantomime, improvisation, story telling, acting scenes, TV commercials, group discussion, and introductory speeches, video plays (personal communication)..

**EXPLORATORY FOREIGN LANGUAGE 6** – This six-week course is designed to give sixth grade students exposure to a variety of languages and cultures through the use of communicative skills, games, songs, cultural experiences, and guest speakers.

**FAMILY AND CONSUMER SCIENCE 6** – This is a six-week exploratory course designed to teach the basics of cooking, such as kitchen equipment, kitchen safety and measuring ingredients. The development of self-esteem is promoted by encouraging personal hygiene. Babysitting strategies will promote family living courses. Sewing skills will be developed and basic skills such as machine functions, measuring, cutting and simple stitches to create a beginner's project.

**INTRODUCTION TO TECHNOLOGY 6** – This six-week course is designed to introduce students to the basics of technology. Students will investigate the broad scope of technology, as well as the impacts and evolution of technology within society. Hands-on activities and projects are used to enhance these studies.

**READ 180 LAB 6** - This lab is designed to improve the reading skills of students who are reading significantly below grade level. Students' scores on reading inventories, standardized assessments and teacher recommendation will be used to determine placement. Students who are identified in need of reading assistance will be enrolled in READ 180 rather than an exploratory course.

Students are expected to maintain continuous enrollment in the lab until their reading progresses to a level that will enable them to be successful.

G  
R  
A  
D  
E  
6

## COURSE DESCRIPTIONS: GRADE 6

### PE/HEALTH PLUS ROTATION

**PE + ROTATION** – All sixth grade students will rotate Physical Education all year, every other day, with either Beginning Band, Orchestra, or Vocal Music.

**PHYSICAL EDUCATION/HEALTH 6** – Physical Education is a required dress out course for all sixth grade students all year, every other day. The purpose of physical education is to establish a basis for a lifetime of physical fitness, as well as promote involvement in individual team sports. A student health and wellness program will be introduced and taught in conjunction with the physical education curriculum. Topics will focus on the benefits of an active lifestyle, good nutritional practices, and health life-long behaviors.

Physical Education is **NOT** competitive athletics. It is a place for learning self-control, leadership, responsibility, and skill. Conditioning will be stressed with all activities and the *Fitnessgram* program will be used to measure student's fitness level twice a year.

**VOCAL MUSIC 6** – This is a year-long class, which rotates with physical education. Basic elements of music will be reviewed, with an emphasis on pitch matching, rhythm counting, ear-training as well as learning to follow music symbols and terms. Choral techniques such as tone quality, projection and diction will be improved. Students will become more comfortable with their singing voices. They will continue to develop an understanding and appreciation of music and its importance in a global society.

**Concert participation is expected.**

**BEGINNING BAND 6** – This is a yearlong class, which rotates with physical education. In Beginning Band, the basics of instrument playing will be explored. Students will be guided by the instructor as to what instrument they would be best suited in order to be successful. Balanced instrumentation is the desired outcome. Students will remain on the instrument they select at the beginning of the year unless a change is recommended and approved by the band director. NO prior instrument background is required for most instruments. For percussion, it is recommended that the students have 2 years of private study in piano and/or 6 months of private percussion lessons. **Daily at-home practice and all performances are required and will be a part of the student's semester grade.** The desired outcome is to acquire skills in fundamental playing techniques and to develop the ability to work and get along with other students. Students must provide their own flute, clarinet, oboe, alto saxophone, tenor saxophone, trumpet, trombone, or snare/bell combination. The school may provide the following: bass clarinet, bassoon, French horn, baritone, and tuba.

**ORCHESTRA 6** – This class is a yearlong class, which rotates with physical education. Students will perform acquired skills to include note names, rhythms. dynamic markings,

G  
R  
A  
D  
E  
6

and correct bowing techniques. Students will learn to work and play with other students. **Daily practice and concert participation are expected.** Students must provide their own violin or viola. The school can provide cello and string bass. NO prior instrument background is required.

**GIFTED**

**STRETCH 6** (Students Reach Excellence In Through Challenge) – Middle School  
STRETCH is a program for students in grades 6 – 8 who have been identified through a district screening process as academically gifted. This class focuses on the development of higher-level thinking skills and creativity through differentiated activities, curricular units, and competitions. STRETCH meets on a daily basis in lieu of sixth grade Reading.

# GRADE 7

## OVERVIEW OF CURRICULAR OFFERINGS

---



---

### REQUIRED COURSES

Communication Arts 7.....all year  
 Mathematics 7 or Pre-Algebra .....all year  
 Science 7 .....all year  
 Social Studies 7 .....all year  
 Academic Skills-7 .....all year  
 Physical Education/Health ..... all year\*

### EXPLORATORY COURSES

All the 7<sup>th</sup> grade students, except band and orchestra students, will rotate every nine weeks among: Art, Family and Consumer Science, Fundamentals of Technology and Vocal Music.

Art ..... nine weeks  
 Family and Consumer Science ..... nine weeks  
 Principles of Technology..... nine weeks  
 Vocal Music ..... nine weeks  
 Band .....all year  
 Orchestra .....all year  
 Reading 180\*\*

Students choose one of the following:

Advanced Keyboarding and  
 Computer Exploration ..... all year\*  
 Language for Everyone..... all year\*  
 Speech and Theater ..... all year\*

\*These classes meet on alternating days.

\*\*Reading 180 will take the place of the exploratory courses for students who are in need of improving reading skills.

G  
R  
A  
D  
E  
  
7

## COURSE DESCRIPTIONS: GRADE 7

### REQUIRED CORE COURSES

**COMMUNICATION ARTS 7** – Seventh grade communication arts students will use language as a tool for learning and communicating in all disciplines. Students will write in a variety of forms for different purposes and audiences in order to discover and control their own writing processes. They will address issues of meaning as well as issues of grammar, usage, and mechanics. A variety of literature will be used as a resource to allow students to interact with and respond to professional and peer writers. Literary elements will be discussed and applied to the student's use of language. Emphasis will be placed on MAP skills and standards.

**MATHEMATICS 7** – Seventh grade math emphasizes computational skills and improvement of problem solving in the real world. General material covered during the year includes rational numbers, geometry, measurement, statistics and probability, expressions and equations, and appropriate use of the calculator. Students will be evaluated on a continuing basis and provided pre-algebra material when appropriate.

OR

**PRE-ALGEBRA 7** – Students taking Pre-Algebra should be planning to follow a rigorous course of study. The comprehensive content of this course includes all standard topics of the middle school mathematics. It includes concepts such as operations involving rational numbers, expressions, equations, use of formulas, solving and graphing linear equations and inequalities, solving proportions, applications of percent, probability, and concepts of geometry that include perimeter, area, volume, and surface area. (The selection for 8<sup>th</sup> grade Algebra will be determined 2<sup>nd</sup> semester.)

**SCIENCE 7** - This course offers the seventh grade student an overview of the six major kingdoms of living things and their relationship to the environment. The organisms' adaptability to the various biotic and abiotic factors will also be examined. The final unit of study will be of the human systems.

**SOCIAL STUDIES 7** – This course will provide an overview of the major periods or ages in ancient history, which set the stage for the development of modern civilization. Units will provide political, economic, and geographical insights.

**ACADEMIC SKILLS - 7** – As a component of the core block, academic skills provides the opportunity for adolescents to develop skills related to reading, writing, MAP preparation, studying, economics, and career exploration.

G  
R  
A  
D  
E  
7

# COURSE DESCRIPTIONS: GRADE 7

## EXPLORATORY CLASSES

**Nine Week Exploratory Rotation** – All seventh grade students, except instrumental music students, will rotate every nine weeks among the following: Art, Family & Consumer Science, Principles of Technology, and Vocal Music.

**ART 7** – During this nine-week course, students will experience a variety of art materials, learning creative ways to communicate their ideas through two- and three-dimensional projects. They will become aware of the significance of art from the past to the current trends of art.

**FAMILY & CONSUMER SCIENCE 7** – FACS 7 is a nine-week exploratory course designed to teach the basics of developing self-concept, communication skills, and peer relationships. Sewing skills will be strengthened by continuing to build upon current knowledge. Kitchen and food safety will be expanded upon, while learning more difficult cooking techniques.

**PRINCIPLES OF TECHNOLOGY 7** – This nine-week course is designed to teach students the Principles of technological systems. An emphasis is placed on the design of systems and the resources used to operate and control system outputs. Hands-on activities and projects are used to enhance students learning in a variety of problem-solving endeavors.

**VOCAL MUSIC 7** – This nine-week exploratory class will help students develop good rehearsal procedures. Basic elements of music will be reviewed, with an emphasis on rhythm counting (written and aloud) and sight-singing intervals, as well as learning to follow music symbols and terms. Works of unison and two-part harmonies will be presented, and differing styles of vocal music will be explored.

**READ 180 LAB 7** - This lab is designed to improve the reading skills of students who are reading significantly below grade level. Students' scores on reading inventories, standardized assessments and teacher recommendation will be used to determine placement. Students who are identified in need of reading assistance will be enrolled in READ 180 rather than an exploratory course. Students are expected to maintain continuous enrollment in the lab until their reading progresses to a level that will enable them to be successful.

G  
R  
A  
D  
E  
7

INSTRUMENTAL MUSIC (Year Long)

**BAND 7** – The objectives of seventh grade band are to refine fundamental playing techniques that are learned in sixth grade band. Instrument changes are done only with approval of the instructor. Music of all styles will be studied and performed. **Daily at-home practice and all performances are required and will be a part of the student's semester grade.** Students must provide their own flute, clarinet, oboe, alto saxophone, tenor saxophone, trumpet, trombone, or snare/bell combination. The school may provide the following: bass clarinet, baritone saxophone, bassoon, French horn, baritone, and tuba. Prior band experience or audition and approval from the instructor are required.

**ORCHESTRA 7** – The objectives of 7<sup>th</sup> grade orchestra are to refine the playing techniques presented in 6<sup>th</sup> grade orchestra class. Private lesson studies are encouraged. Skills should include note names, rhythms, dynamic markings, and correct bowing techniques. **At-home practice and concert participation are required.** Students must provide their own violin or viola. The school may provide cello and string bass. Switching of instruments may occur only with the director's permission. Prior orchestra experience is required.

G  
R  
A  
D  
E  
  
7

# COURSE DESCRIPTIONS: GRADE 7

## PE/HEALTH PLUS ROTATION

**PHYSICAL EDUCATION/HEALTH 7** – Physical Education is a required dress out course for all seventh grade students all year, every other day. The purpose of physical education is to establish a basis for a lifetime of physical fitness, as well as promote involvement in individual and team sports. A student health and wellness program will be continued in 7<sup>th</sup> grade and taught in conjunction with the physical education curriculum. Topics will focus on the benefits of an active lifestyle, good nutritional practices, and healthy life-long behaviors. Students will also receive instruction in communicable diseases.

Physical Education is **NOT** competitive athletics. It is a place for learning self-control, leadership, responsibility, and skill. Conditioning will be stressed with all activities and the *Fitnessgram* program will be used to measure student's fitness level.

**ADVANCED KEYBOARDING AND COMPUTER EXPLORATION** – This yearlong course rotates every other day with physical education. This course is designed to further students' keyboarding techniques. Students will also learn Internet skills and be introduced to Microsoft Office.

**LANGUAGE FOR EVERYONE 7**– This year-long class rotates every-other day with physical education. This foreign language survey course is a learning enrichment program designed to aid students in the selection of a single language for further study. The course will provide an opportunity for students to learn introductory phrases, as well as information related to the cultural backgrounds, in such languages as French, Spanish, and German.

**SPEECH AND DRAMA 7** – This year-long class rotates every other day with physical education. This course is designed to enrich and expand on the 6<sup>th</sup> grade speech and theater class. It will be a continuation of that class with the addition of such activities as radio theatre, Shakespeare, stage combat, play reading, forensics, reader's theater, voice production, (poetry), theater history, informative speaking, group presentations, (biographical studies), and other communication activities.

G  
R  
A  
D  
E  
7

## GIFTED

**STRETCH 7** (Students Reach Excellence Through Challenge) – Middle School STRETCH is a program for students in grades 6 – 8 who have been identified through a district screening process as academically gifted. This class focuses on the development of higher-level thinking skills and creativity through differentiated activities, curricular units, and competitions.

STRETCH meets on a daily basis in lieu of seventh grade Academic Skills.

# GRADE 8

## OVERVIEW OF CURRICULAR OFFERINGS

---



---

### REQUIRED COURSES

Communication Arts 8.....all year  
 Pre-Algebra or Algebra I .....all year  
 Science 8.....all year  
 Social Studies 8 .....all year  
 Academic Skills 8.....all year  
 Physical Education/Health ..... 1 semester

### EXPLORATORY COURSES

Applied Technology ..... 1 semester  
 Art ..... 1 semester  
 Keyboarding and Computer Skills 8..... 1 semester  
 Family & Consumer Science..... 1 semester  
 Speech & Theater ..... 1 semester  
 Vocal Music ..... 1 semester  
 Band .....all year  
 Orchestra .....all year  
 French I.....all year  
 Spanish I.....all year  
 Reading 180\*\*

\*\*Reading 180 will take the place of the exploratory courses for students who are in need of improving reading skills.

G  
R  
A  
D  
E  
  
8

# COURSE DESCRIPTIONS: GRADE 8

## REQUIRED CORE COURSES

---



---

**COMMUNICATION ARTS 8** – Eighth grade communication arts students will use language as a tool for learning and communicating in all disciplines. Students will write in a variety of forms for different purposes and audiences in order to discover and control their own writing processes. They will address issues of meaning as well as issues of grammar, usage, and mechanics. A variety of literature will be used as a resource to allow students to interact with and respond to professional and peer writers. Literary elements will be discussed and applied to the student’s use of language. Emphasis will be placed on MAP skills and standards.

**PRE-ALGEBRA 8** – The comprehensive content of this course includes all standard topics of the middle school mathematics. It includes concepts such as operations involving rational numbers, expressions, equations, use of formulas, solving and graphing linear equations and inequalities, solving proportions, applications of percent, probability, and concepts of geometry that include perimeter, area, volume, and surface area.

OR

**ALGEBRA I** – Students taking Algebra I should be planning to follow an advanced math curriculum in high school. They will use the same textbook and the same course objectives as those used in Algebra I classes taught at the senior high schools. The student will begin to work with variables, expressions, and basic equations. The student will then progress to solving linear and quadratic equations, graphing those equations and factoring them. Students will also be asked to solve word problems a person may encounter in everyday life situations. Since the amount of content and the topics covered are the same as in high school Algebra I, a student who earns “B” or above will be enrolled in Geometry in ninth grade. Students may be asked to complete an Algebra Prognosis Test prior to final enrollment for 9<sup>th</sup> grade math. See page 32 for secondary math curriculum flow chart. (NOTE: Students completing Algebra I in 8<sup>th</sup> grade do NOT receive high school credit.) Students must have completed Pre-Algebra with an A or B to be enrolled in Algebra I.

**SCIENCE 8** – This course is designed to further develop skill in using the mental and physical tools for study of issues in science, technology and society. The students are encouraged to use these tools to gain an appreciation of Earth and where it fits in the Universe. The areas of study include scientific inquiry, scientific relevance, matter and energy, the universe and the earth systems such as meteorology, hydrology, oceanography and geology.

G  
R  
A  
D  
E  
  
8

**SOCIAL STUDIES 8** – This survey course is designed to have the learner explore the dynamic forces that shaped American history from exploration to the American Revolution. A main purpose of the course is to help students gain an appreciation of their heritage and a clearer understanding of those events and people that became the American legacy.

**ACADEMIC SKILLS - 8** – As a component of the eighth grade core block, Academic Skills builds on the components from the 7<sup>th</sup> grade Academic Skills class by continuing to assist students with the development of skills for their futures. The units in this class include reading, writing, mathematics, MAP skills, study skills, and career planning.

## PHYSICAL EDUCATION/HEALTH 8

**PHYSICAL EDUCATION/HEALTH 8** – Physical Education is a required semester dress out course for eighth grade students. The purpose of physical education is to establish a basis for a lifetime of physical fitness, as well as promote involvement in individual and team sports.

Physical Education is **NOT** competitive athletics. It is a place for learning self-control, leadership, responsibility, and skill. Conditioning will be stressed with all activities and the *Fitnessgram* program will be used to measure the student's fitness level.

Health education at the 8<sup>th</sup> grade level will focus on human systems. Through project-based activities, students will learn the skeletal, muscular, and circulatory systems, and the positive effects of healthy behaviors on the body.

# COURSE DESCRIPTIONS: GRADE 8

## EXPLORATORY COURSES

---

**APPLIED TECHNOLOGY 8** – This semester long course is designed to advance student skills and knowledge as related to a variety of technological fields, with an emphasis on problem-solving. Students investigate the history, theories and practical applications necessary to address issues of our modern world. Hands-on activities and projects in the areas of transportation, robotics, engineering and materials processing are among the preferred fields of study.

**ART 8** – In this class eighth grade students will explore in-depth, using the principles and elements of art, creative ways to express their ideas through a variety of art materials by producing two- and three-dimensional projects. Students will increase their visual literacy through critiques of their own artwork, other students' artwork, and recognized historical and current professional artwork.

**KEYBOARDING AND COMPUTER SKILLS** – This course is designed to further students' keyboarding techniques. Students will also learn correct format for academic reports, personal block business letters, tables, and Internet research skills.

**FAMILY AND CONSUMER SCIENCE 8** – Eighth grade Family and Consumer Science is a semester exploratory course designed to teach nutrition and developing a healthy lifestyle. Clothing construction will be introduced and sewing skills will be broadened. Family relations and Consumerism will be introduced and developed.

**SPEECH AND THEATER 8** – This semester course is designed to help students improve their communication skills. Students wishing to continue in speech and drama courses at the high school level are strongly recommended to take this class. Activities may include developing personal communication skills by preparing, presenting and evaluating speeches, public speaking skills, (oral interpretation Forensics, stage combat, debate, communication theory, listening, video plays, self-awareness and acting skills through scene performance).

**READ 180 LAB 8** - This lab is designed to improve the reading skills of students who are reading significantly below grade level. Students' scores on reading inventories, standardized assessments and teacher recommendation will be used to determine placement. The lab will take the place of the exploratory rotation. Students are expected to maintain continuous enrollment in the lab until their reading progresses to a level that will enable them to be successful.

**VOCAL MUSIC 8** – This performance-based class is offered for eighth grade students who are interested in developing vocal and choral music techniques. Emphasis will be on rhythm counting and sight-singing while performing works of two and three-part harmonies. **Required concert participation is included in the student's grade.**

G  
R  
A  
D  
E  
8

## EXPLORATORY COURSES (Continued)

Eighth grade students may choose one year-long elective class, from the following list, rather than two semester electives.

**BAND 8** – Emphasis is on teaching styles and techniques. During the eighth grade year, some switching of instruments is done while instrumentation is being balanced. Instrument switches are done only with the approval of the instructor. Music of all styles will be studied and performed. **Daily at-home practice and concert participation will be required. All performances are required and will be a part of the student's semester grade.** Students must provide their own flute, clarinet, oboe, alto saxophone, tenor saxophone, trumpet, trombone, and snare/bell combination. The school may provide the following: bass clarinet, baritone saxophone, bassoon, French horn, baritone, and tuba. Prior band experience or audition and approval from the instructor are required.

**ORCHESTRA 8** – The objectives of 8<sup>th</sup> grade orchestra are to emphasize the teaching styles and techniques to prepare the students for high school. Switching of instruments may occur only with director's permission. **Concerts and contests are required. At-home practice is required.** Students must furnish their own violin or viola. The school may furnish a cello and string bass. Prior orchestra experience is required.

**FRENCH I 8**– This yearlong class consists of basic skills in speaking, listening comprehension, reading, writing, and culture with an introduction to simple grammar. Prerequisite: Recommended "C" or above in 7<sup>th</sup> grade English class and/or approval of that instructor. Eighth grade students enrolled in the first level of a foreign language who earn a "B" or above and wish to continue in the same language, will be required to enroll in the second level of that language during their ninth grade year rather than repeat the first level. (NOTE: This course covers the same content and course objectives, and uses the same textbook as the high school course; however, the 8<sup>th</sup> grade student does NOT receive high school credit during the 8<sup>th</sup> grade.)

**SPANISH I 8** – This yearlong course consists of basic skills in speaking, listening comprehension, reading, writing, and culture with an introduction to simple grammar. Prerequisite: Recommended "C" or above in 7<sup>th</sup> grade English class and/or approval of that instructor. Eighth grade students enrolled in the first level of a foreign language who earn a "B" or above and wish to continue in the same language, will be required to enroll in the second level of that language during their ninth grade year rather than repeat the first level. (NOTE: This course covers the same content and course objectives, and uses the same textbook as the high school course; however, the 8<sup>th</sup> grade student does NOT receive high school credit during the 8<sup>th</sup> grade.)

**STRETCH 8** (Students Reach Excellence Through Challenge) – Middle School STRETCH is a program for students in grades 6–8 who have been identified through a district screening process as academically gifted. This class focuses on the development of higher-level thinking skills and creativity through differentiated activities, curricular units, and competitions. STRETCH meets on a daily basis in lieu of sixth grade Reading, seventh grade Academic Skills, and eighth grade Academic Skills.

G  
R  
A  
D  
E  
  
8

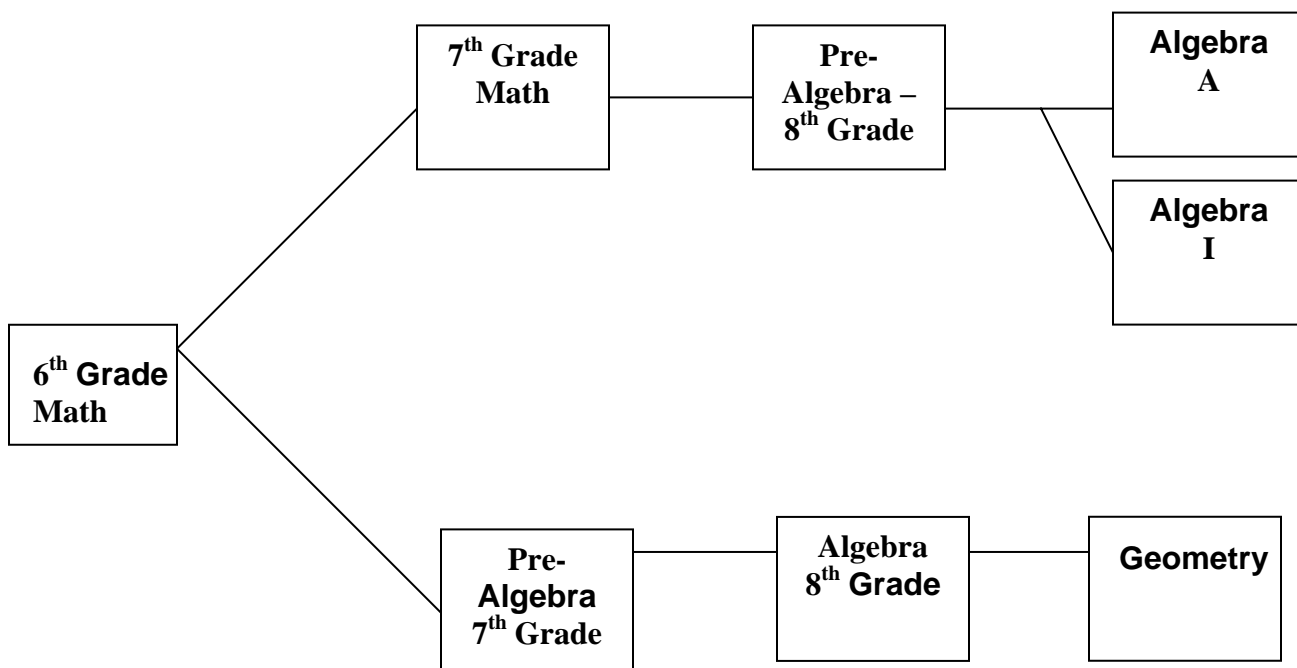
**BLUE SPRINGS SCHOOL DISTRICT  
MATHEMATICS FLOW CHART  
Grades 6-9**

**6<sup>th</sup> Grade**

**7<sup>th</sup> Grade**

**8<sup>th</sup> Grade**

**9<sup>th</sup> Grade**



**NOTES**

This space is provided so that you may record any questions or concerns you have after you have read the Program of Studies. Bring this booklet with you when you visit with your counselor.