

**WYDOWDOWN
PROGRAM
OF**

STUDIES

2016-2017

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As a community, the students, staff, parents and patrons of the School District of Clayton are united in our commitment to student learning. Our mission, vision and core values embody why we are here, what we want our students to become and the principles that guide our work.

Mission Statement

We inspire each student to love learning and embrace challenge within a rich and rigorous academic culture.

Vision Statement

We develop leaders who shape the world through independence, creativity and critical thinking.

Core Values

We model and promote

- **excellence** by challenging our students and ourselves to meet the highest expectations of our community.
- **trust** by building relationships based on integrity, mutual respect and open communication.
- **inclusiveness** by valuing individual differences and the contributions of a diverse student body and staff.
- **innovation** by encouraging ideas and practices that foster adaptability.
- **accountability** by aligning our actions and resources with our stated objectives and taking responsibility for the outcomes.

Tag Line

The School District of Clayton ... Setting the standard for a world-class education.

WYDOWN CODE OF CONDUCT

- I will treat everyone with courtesy and respect.
- I will treat personal and school property with respect.
- I will create and maintain a positive and safe environment.
- I will come to school on time and prepared for learning.
- I will act responsibly and accept consequences for my actions.
- I will help everyone in this school feel capable, connected and contributing.

SIXTH GRADE

THE SIXTH GRADE PROGRAM

The sixth grade student enrolls in four Core Classes, Integrated Arts, Physical Education, a Foreign Language, and one year long or two semester electives.

LANGUAGE LITERACY (Year)

The sixth grade literacy curriculum extends the structures and strategies of the elementary program into the middle school setting. Teachers emphasize reading strategies and literature appreciation through a variety of texts including three core literature titles, small literature discussion groups, independent reading opportunities, genre studies and poetry exploration. Throughout the year, the students expand their vocabulary and study the elements of literature. Literacy skills, such as evaluation and summarization of nonfiction texts, are integrated in other core subjects, particularly Social Studies.

The sixth grade writing curriculum engages students in Writers' Workshop and individual journal writing. Writing experiences include developing personal narratives, fiction stories, poetry, expanded expository paragraphs, summary paragraphs, claim statement paragraphs with textual evidence and a multi-paragraph essay. Students receive regular feedback during conferences with teachers and Literacy interns. In addition to basic grammar and convention skills, writing conferences address use of sensory details, descriptive and figurative language, and supporting evidence.

MATH 6 (Year)

6th grade mathematics focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Students will access the curriculum through *Math in Focus: Singapore Math Course 1*. Consistent use of concrete-pictorial-abstract pedagogy leads to a conceptual understanding. Using pictorial models for presenting concepts, instruction this year will focus on a meaningful transition to the symbolic.

MATH 6 EXTENSIONS (Year)

This challenge-level course emphasizes abstract reasoning and extension of the content and skills covered in Math 6. Students enrolled in extensions are expected to maintain a “B” at each semester with minimal out-of-class support. Students recommended for extensions courses in mathematics have excellent work habits and advanced abstract reasoning skills, exceptionally high scores on standardized mathematics tests and demonstrate an advanced level of problem solving and flexible thinking on district assessments.

SCIENCE (Year)

6th grade science students will complete the following units:

The Dynamic Earth: Students will study how matter and energy cycle and flow through the Earth system. They begin the year with a unit that includes developing an understanding of matter, energy, the Earth’s spheres and how weathering and erosion change the Earth’s surface.

These topics are further reinforced through the natural geology of southeastern Missouri while students are at Sixth Grade Camp. From there, students explore Earth's history by learning about the methods scientists use to determine the relative age of rocks and the use of the geologic time scale to describe deep time. In order to understand how natural resources are distributed and limited, students spend some time studying minerals and rocks and their properties. The final piece is to learn the structure of the Earth and the internal processes that account for important features of Earth's surface and major geologic events.

Motion, Forces and Energy: In this Physics unit, students explore how objects on Earth interact with each other. Through changes in force and transfers of energy (kinetic and configurational), students study how this impacts motion, distance, acceleration, speed, direction, time, and velocity. Students grapple with these measurements and how they relate to each other. Students will also look at how the force of gravity influences an object's motion. They will also investigate the concepts of Newton's Laws of Motion and the role they play on the interaction of objects.

Matter and Energy: In sixth-grade chemistry, students are introduced to matter and energy and how they interact. Students study properties of, changes in, and phases of matter. They will also explore the structure of matter (atoms) and what distinguishes pure substances of matter from mixtures. Students will study the nature of energy and its ability to create forces that initiate change in matter.

SOCIAL STUDIES (Year)

Sixth graders will examine 19th-century America through the theme of transformation. Learning via simulations, research projects, field experiences, and source analyses, students will gather information about important historical events and perspectives. The essential questions they will address throughout the year focus on how the United States changed economically, geographically, politically, and culturally over the century.

INTEGRATED ARTS (Year)

Integrated Arts is a fundamental part of the sixth grade schedule. The purpose of this class is to have every student experience various elements related to bringing a performance to the stage. During the school year productions will be used as the tool to teach acting, singing, movement, art techniques, and concepts of creative use of technology and computer applications. Working together as a company is an integral part of the atmosphere and philosophy of this course.

PHYSICAL EDUCATION/HEALTHY LIFESTYLES:

PHYSICAL EDUCATION (3 quarters)

Our mission is to teach students to live and value a healthy lifestyle. The physical education curriculum is student-centered, fun, skill-oriented, and inclusive. Our students participate in a variety of activities where they learn how to improve their overall fitness, perform a variety of skills, and be responsible for their health and well-being. They learn how to cooperate with others, socialize with their peers, be confident and independent, and exhibit self-control.

6th GRADE HEALTHY LIFESTYLES (1 Quarter)

The sixth grade curriculum includes Internet safety (identity theft and protection from online predators). Violence prevention is a topic that is covered with a focus on victims, aggressors and

bystanders related to bullying and cyber bullying. We also study food borne illness, such as E. coli and Salmonella, with an emphasis on prevention. In our final unit, the male and female reproductive systems are studied with a focus on anatomy and physiology and how to keep the systems healthy. A letter will be sent home approximately one week before this unit begins with more details on content, to prepare parents for potential questions or discussions that may take place at home.

FOREIGN LANGUAGE is a required course for sixth grade students at Wydown. Please choose FRENCH or SPANISH on your course selection form. If you would like to take both Spanish and French you may do so. Choose both languages and no elective. If you choose, Spanish *and* French and also want to take Band, Orchestra or Exploratorium, you will need to drop Integrated Art in order to do so.

FRENCH 6 (Year)

The focus of sixth grade French is to introduce students to the basics of French through a year-long study of the language. The focus will be on common conversational topics as well as cultural concepts. Language skills will include conversation, writing, and basic grammatical structures. French 6 is taught through a variety of hands-on activities, games, projects and skits.

Units of study include greetings, self-description, school, sports, hobbies and food, as well as an exploration of Paris and the larger Francophone world.

SPANISH 6 (Year)

The focus of 6th grade Spanish is on common conversational topics as well as cultural concepts. Language skills focus on conversation, writing and basic grammatical structures. Units of study include a brief review unit, likes and dislikes, describing yourself and others, telling time, school, describing classes and schedules, food, family, clothing, shopping, and getting around town. Culture focuses on Hispanic in the US, and the countries of Mexico, Puerto Rico, and Spain. Spanish is taught through games, hands-on activities, and projects. The course is designed so that all students can have a successful experience with Spanish.

ACADEMIC SUPPORT CLASSES:

ACADEMIC STRATEGIES

Academic Strategies is a course designed to enrich students' academic abilities in reading, writing, vocabulary, and research. The class will employ pre-teaching, re-teaching, skill and strategy development, as well as project-based learning opportunities to supplement and improve students' achievement as it relates to his or her reading and/or writing ability.

Referral required from a teacher for enrollment.

MATH STRATEGIES (Year)

Math Strategies is a course designed for students who need additional instruction and practice time to improve their understanding of mathematical concepts, skills and problem solving. A variety of data is used to make this placement decision, which includes; MAP scores, NWEA MAP scores, and classroom performance on assessments.

This support class is designed to provide scaffolded supports through instruction activities and ample guided practice. Students will apply these strategies within their regular mathematics coursework.

Referral required from a teacher, parent or student. The math specialist must then approve this referral based on all available student data.

READING STRATEGIES (Semester or Year)

Reading strategies is a course designed for students who need to improve their reading habits and comprehension. Using observations, interviews, and diagnostic testing, the reading specialist will determine reading strengths and weaknesses. Through small group instruction and class discussion, students will learn the strategies and tools that effective readers use to understand and remember what they read. Students will apply these strategies as they read a variety of fiction and expository texts.

Referral required from a teacher, parent or student. A reading specialist must then approve this referral.

ELECTIVES - GRADE 6

All sixth grade students participate in electives. Options include Cadet Band, Chorus, Drama, Orchestra/Beginning Orchestra and Visual Art. You may choose one year long elective or two semester electives.

CADET BAND (Year)

Cadet Band is open to any sixth grade student who would like to learn to play a band instrument and who has scheduled an instrument fitting appointment with a member of the Wydown band staff. These fittings typically take place in February of the student's 5th grade year, but may also be scheduled on an individual basis prior to the start of the 6th grade school year. Along with proper assembly and care, Cadet Band students will learn how to play with proper technique and sound on one of the following instruments: Flute, Oboe, Clarinet, Trumpet, Horn, Trombone, Baritone and Tuba. Students will also learn the proper assembly and care for their instrument. The instructors will determine a limited number of positions for those interested in Saxophone or Percussion through a screening process during February of the 5th grade year. The cadet band typically performs 5 evening concerts during the school year and participates in one Saturday festival trip during the month of April. No previous experience is necessary to be a member of the Cadet Band.

CHORUS (Semester)

Sixth grade Chorus is made up of students with a sincere interest in singing. Members of this group will learn basic choral skills, including sight-reading, tone production, rehearsal and performance techniques. The Sixth Grade Chorus will perform in one evening concert during the year.

DRAMA (Semester)

This course is designed to introduce students to a variety of theatre arts skills, as well as to develop their appreciation for dramatic forms. No experience is required. This course introduces students to the world of theatre as well as many theatrical opportunities to enhance and grow as a performer. Students will learn to use their bodies, voices, movement, and more to communicate with an audience. Playwriting, improvisation, ensemble work, and production techniques will prepare students for further course work in this area while improving their powers of analytical criticism, self-esteem, collaboration, and creativity.

ORCHESTRA, BEGINNING (Year)

Beginning orchestra is made up of sixth grade students who have no string experience or students switching to another string instrument. Members of this ensemble will learn to play their instrument with a goal of being able to join the Sixth Grade Orchestra by 2nd semester.

ORCHESTRA (Year)

Orchestra is made of up sixth grade students with at least one year of string experience. Members of this ensemble will increase individual performance skills, and participate in small and large group ensembles. Orchestra is a performance class, which presents several concerts and participates in music festivals and clinics each year.

VISUAL ART (Semester)

Exercise your creativity muscles and discover what your imagination can do! This course provides students with the time and space to explore a variety of art materials, develop art-making techniques, study artists and their works, and use creative thinking skills to communicate original ideas and personal viewpoints. Students in this class produce meaningful and unique works of art in a friendly, supportive studio environment. Don't miss out on this special opportunity to challenge yourself artistically and exceed all expectations!

CHALLENGE ENRICHMENT COURSES

Enrichment and Gifted Education opportunities at Wydown are offered in the following ways: (1) through the elective courses described below (2) through pull-outs from the classroom and (3) through collaboration and teaming with classroom teachers.

EXPLORATORIUM (Semester or Year)

Exploratorium, an elective class for identified gifted learners, is a guided journey into the unknown. Crossing disciplines and classroom boundaries, Exploratorium provides a forum for extending, connecting, and enhancing skills, habits, and ideas. Students engage in a variety of academic experiences that provide a platform for wrestling with big ideas such as identity, community, complexity, and leverage. *Students explore a series of topical problems to sharpen and extend the skills necessary to be a citizen of the 21st century.* Among the skills necessary are the following: documenting aesthetically, solving problems systematically, debating persuasively, questioning deliberately, communicating effectively, testing scientifically, and researching academically.

This course is for IDENTIFIED Enrichment students ONLY.

Students who qualify for Exploratorium classes and want to take either Band or Orchestra as an elective may opt out of the sixth grade Integrated Arts class. **Parents must notify the Wydown Middle School Counseling Office of this decision through written communication.** You may email Wydowns' Registrar Debbie Bird at debbiebird@claytonschoools.net

This class is offered to all three grade levels. Anyone with questions concerning enrollment in these classes should contact the Gifted Education office directly at 854-6454.

SUPPORT SERVICES - GRADE 6

ENGLISH LANGUAGE LEARNERS

ELL is open to students whose first language is not English and who have been identified by a placement test and/or teacher recommendation. Meeting times are arranged individually based on student needs. ELL may or may not be a scheduled class period. Beginning students work individually and in small groups with the ELL teacher to learn basic skills in listening, pronunciation, conversation, reading, writing, and American culture. Advanced students work on more complicated language skills, such as grammar and vocabulary, and receive help with assignments from other classes. Special ELL written materials and computer programs provide a wide range of individualized activities for learning English at all proficiency levels.

LEARNING STRATEGIES

This course is for students who currently have an Individualized Educational Plan (IEP) and are receiving services through Special School District. The course goal is to facilitate the student's acquisition of skills and strategies that will enable him/her to become a competent, independent learner and problem solver. The goals and objectives will be facilitated through the regular curriculum. The student will be working on the goals stated in the Individualized Education Plan (IEP). The teacher will work to increase the fit between the student's specific educational, social and/or emotional needs and the demands of the classroom.

SPEECH-LANGUAGE SERVICES

A speech-language pathologist provides speech-language therapy through Special School District. Speech and/or language services are offered to those students who have a current Individualized Educational Plan (IEP). These services are designed to meet the needs of students who exhibit disabilities in articulation, voice, fluency, language, and/or hearing, and comply with federal and state regulations.

6th Grade Registration Worksheet Directions

Please read through all the directions before completing the Worksheet.

#1- The Teacher Recommended box: If there is nothing shaded please skip box #1 and go to box #2. If a box is shaded you have been recommended for a class in order to help you be more successful in Middle School. The strategies class will be support in the academic areas of Math, Reading or Overall Support.

You must drop one of the choices at the bottom of the box in order to fit this class into your schedule.

If you have 2 boxes shaded please mark 2 classes to drop.

#2-The World Language box: Everyone must choose a World Language in 6th grade unless you choose to drop it for a recommended strategies class.

If you do not take Spanish or French in 6th grade you may not take it in 7th or 8th grade. Spanish 7 and French 7 are a continuation of the sixth grade class.

#3-Full Year and Semester Electives box: When choosing elective class you must number your choices from 1-5 with 1 being your first choice.

#4-Exploratorium:

- If you choose Exploratorium and you are not currently in the gifted program you will be placed in your next numbered choice until you are tested and qualify for the class. You must contact your school counselor to begin the testing process in order to have Exploratorium on your schedule. If you qualify we will make the schedule change at that time.
- Students who qualify for Exploratorium classes and want to take either Band or Orchestra as an elective may opt out of the sixth grade Integrated Arts class. Please sign the registration worksheet if you would like to do this.

#5- Students with an IEP- Parents will be contacted regarding meeting with their SSD teacher and the Middle School teacher to make decisions regarding their students schedule before the deadline.

#6- Signature boxes: Please make sure the form is signed by Parent and Student. Also include a daytime phone number or email in case we have questions about your form.

If you have any questions regarding completing the worksheet please call the Wydown Counseling Office at 314-854-6405.

Name: _____

6th Grade Registration Worksheet

#1-Teacher Recommended Courses

If the box is shaded the following classes have been recommended for your student in order to give them the support they need to be successful in Middle School.

These are Year-long classes

Teacher Rec.	Class Name See Program of Studies for Descriptions
	Strategies Class
	ELL
	Learning Strategies (IEP)

Please drop one of the following for any recommended class above.

Drop	Class that you will drop to have the strategies class(s).
	Elective
	Integrated Art
	World Language (If you do not take Spanish or French in 6 th grade you will not be able to take it in 7 th or 8 th grade.)

#2-World Language

Everyone must choose a World language (unless you are dropping it to take a Strategies class or ELL)

These are Year-long classes

Choose 1	World Language
	Spanish 6
	French 6

#3-Full Year and Semester Electives

Students should number all classes from 1-5, with 1 being first choice. Students will be assigned either one full year elective or 2 semester electives based on your selection.

Full Year/Semester Classes

	Class Name See Program of Studies for Descriptions
	Beginning Band
	Chorus
	Drama
	Orchestra
	Visual Art

*** Please see directions regarding Exploratorium on the directions page.

	Class Name See Program of Studies for Descriptions
	Exploratorium*** (Full year)
	Exploratorium*** (Semester)

If choosing Band or Orchestra and Exploratorium please indicate that below in the appropriate box

Drop full year Integrated Art for Exploratorium

Drop 1 semester Integrated Art for Exploratorium

Parent Signature

Student Signature:

Parent Signature:

Daytime Contact:

SEVENTH GRADE

THE SEVENTH GRADE PROGRAM

**The seventh grade student enrolls in four core classes,
physical education, and three electives.**

LANGUAGE LITERACY (Year)

Seventh grade students read from a variety of genres. Through whole class study and discussion, small group sharing, and individual choices, seventh graders explore literature and seek its connection with interdisciplinary experiences to broaden their understanding of the world in which they live. Students respond to literature in oral presentations, projects, assessments, reading responses, and written analyses. Writers' workshop ensures that students continue to use a variety of pre-writing strategies, editing, grammar skills, and multi-draft approaches to produce a final draft. As in all literacy classes at Wydown, students reflect on their growth as language users.

MATH 7 (Year)

7th grade mathematics focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Students will access the curriculum through *Math in Focus: Singapore Math Course 2*. The representation of problems with bar models, diagrams, tables, graphs and geometric drawings leads to symbolic and algebraic solutions of rich and complex problems.

MATH 7 EXTENSIONS (Year)

This challenge-level course emphasizes abstract reasoning and extension of the content and skills covered in Math 7. Students enrolled in extensions are expected to maintain a "B" at each semester with minimal out-of-class support. Students recommended for extensions courses in mathematics have excellent work habits and advanced abstract reasoning skills, exceptionally high scores on standardized mathematics tests and demonstrate an advanced level of problem solving and flexible thinking on district assessments.

SCIENCE (Year)

7th grade science students will complete the following units:

Sunlight and Energy: Students will design a device to measure the amount of energy that is received by one square centimeter of Earth's surface in one minute. The struggle to obtain this measurement (known as the solar constant) will lead them to investigate different properties of light. Students will investigate how different colored surfaces interact with the light as well as materials of different densities. They will then begin to make and observe models of the electromagnetic spectrum in an effort to understand what caused the observed phenomena. All of their learning will be used to help students modify the design of their solar constant device and attempt to get a more accurate measurement.

Space Systems: Following the unit on light, students discover that not all places on our planet receive the same amount of energy from the sun. Because of Earth's tilted axis and its revolution and rotation, Earth experiences seasons due to the resulting changes in the hours and intensity of daylight. This "dance" between the sun and Earth becomes even more interesting when considering the moon. Students explore the relative positions of these celestial bodies and the resulting phases of the moon as well as solar and lunar eclipses. Finally, students investigate the force of gravity in our universe, the mass of objects and the relative distances between them, resulting in solar systems and galaxies.

Growth and Development: Students study how life is possible on Earth as a result of the light and energy provided by the sun. They will begin by distinguishing living versus non-living matter, using the seven characteristics of living things. The most definitive characteristic is that all living things are made of cells. Students investigate both plant and animal cells in an attempt to understand their similarities and differences, with a focus on the cell membrane, cell

wall, and chloroplasts. Students then broaden their view to see how these cells make tissues, which make organs and organ systems, which make complex life possible.

Inheritance of Traits: Life on our planet is not the result of living organisms, but the ability of those organisms to successfully reproduce over time. Students study the organisms that reproduce asexually, but intentionally focus their attention on the genetics of sexual reproduction. Constructing and dissecting DNA models will help students gain an understanding of how genes code for alleles and traits. Beginning with Mendel's discoveries, students investigate the patterns of inheritance with the help of Punnett squares.

Ecology I: All things are connected and affected by each other. Students explore the many interactions that result in the diversity of populations, communities and ecosystems. First, they will distinguish between abiotic and biotic factors in the environment. From there, they discover that many variables affect the size of each level of organization. Finally, students use trophic pyramids to show how matter and energy flow through the biosphere.

SOCIAL STUDIES (Year)

Seventh grade social studies students explore the United States in the 20th and 21st centuries. Our study begins with the presidency of William McKinley and concludes with the presidency of Barack Obama. We will become a community of thinkers as we walk through progress, boom and depression, work through World Wars and explore civil rights. Our research focus for the year is on finding reliable sources, synthesizing information from multiple sources, paraphrasing and note-taking. Throughout the year, we address the following essential questions:

- Why do humans behave the way they do?
 - What factors lead to unity? What factors lead to disorder?
 - Do the times shape the individual or does the individual shape the times?
 - What is progress? Have humans progressed?
 - How has geography affected human, social, political, economic, and cultural development?
 - How has technology affected human and cultural development?
- How does the past relate to the present?

PHYSICAL EDUCATION/HEALTHY LIFESTYLES:

PHYSICAL EDUCATION: (3 quarters)

Our mission is to teach students to live and value a healthy lifestyle. The physical education curriculum is student-centered, fun, skill-oriented, and inclusive. Our students participate in a variety of activities where they learn how to improve their overall fitness, perform a variety of skills, and be responsible for their health and well-being. They learn how to cooperate with others, socialize with their peers, be confident and independent, and exhibit self-control.

7th GRADE HEALTHY LIFESTYLES (1 quarter)

The seventh grade curriculum includes nutrition, with a focus on obesity, the new USD guidelines on healthy eating (ChooseMyPlate.gov), healthy snacking and label reading. We also study eating disorders, such as anorexia and bulimia, with an emphasis on recognizing symptoms and identifying resources for help/treatment. The tobacco unit focuses on what tobacco does to the body (smokers and non-smokers) and how tobacco use affects society.

THE SEVENTH GRADE ELECTIVE COURSES

ACADEMIC SUPPORT CLASSES:

ACADEMIC SUPPORT 7 (Year)

The course is designed to support the student's success in seventh grade. This class will offer a variety of organizational strategies and skill-building activities directly related to the seventh grade core curriculum. A small student-teacher ratio will provide the opportunity for individualized instruction. **Referral required** from a teacher, parent or student. Grade level principal must approve this referral

MATH STRATEGIES (Year)

Math Strategies is a course designed for students who need additional instruction and practice time to improve their

understanding of mathematical concepts, skills and problem solving. A variety of data is used to make this placement decision, which includes, MAP scores, NWEA MAP scores, and classroom performance on assessments.

This support class is designed to provide scaffolded supports through instruction activities and ample guided practice. Students will apply these strategies within their regular mathematics coursework.

Referral required from a teacher, parent or student. The math specialist must then approve this referral based on all available student data.

READING STRATEGIES (Year)

Reading Strategies is a course designed for students who need to improve their reading habits and comprehension. Using observations, interviews, and diagnostic testing, the reading specialist will determine reading strengths and weaknesses. Through small group instruction and class discussion, students will learn the strategies and tools that effective readers use to understand and remember what they read. Students will apply these strategies as they read a variety of fiction and expository texts.

Referral required from a teacher, parent or student. A reading specialist must then approve this referral.

CHALLENGE ENRICHMENT COURSES:

Challenge Level Enrichment - Enrichment and gifted education opportunities at Wydown are offered in the following ways: (1) through the elective course described below (2) through pull-outs from the classroom and (3) through collaboration and teaming with classroom teachers.

EXPLORATORIUM (Semester or Year)

Exploratorium, an elective class for identified gifted learners, is a guided journey into the unknown. Crossing disciplines and classroom boundaries, Exploratorium provides a forum for extending, connecting, and enhancing skills, habits, and ideas. Students engage in a variety of academic experiences that provide a platform for wrestling with big ideas such as identity, community, complexity, and leverage. *Students explore a series of topical problems to sharpen and extend the skills necessary to be a citizen of the 21st century.* Among the skills necessary are the following: documenting aesthetically, solving problems systematically, debating persuasively, questioning deliberately, communicating effectively, testing scientifically, and researching academically. This class can be taken as a semester class or for the full year.

This course is for IDENTIFIED Enrichment students ONLY. This class is offered to all three grade levels. Anyone with questions concerning enrollment in these classes should contact the Gifted Education office directly at 854-6454.

INTERDISCIPLINARY STUDIES:

BASIC F.A.C.S (Family and Consumer Science) (Semester)

This class is an exploratory instructional program designed to teach basic skills in food preparation, babysitting skills and safety, hand sewing and machine sewing. Laboratory experiences, hands-on activities, and the use of technology in each area of study will emphasize the application of life skills. At completion, students will receive a babysitting certificate. Individual sewing projects made by hand and by machine will be completed. Students working in small groups will learn food preparation, safety and how to follow a recipe. This class is designed for 7th and 8th grade students. This course is offered to seventh and eighth graders and *may only be taken once.*

CODING – Code Websites, Games& Apps (Semester)

Coding is for students who have a strong interest in computers and the Internet. Students will use various resources in order to build their knowledge base of internet literacy while learning techniques to improve their use of the internet and coding software programs, HTML coding in website design. HTML code writing is taught as the foundation of all websites. Website design is taught using Text Edit & Adobe Dreamweaver in order to expose students to just a few of the ways in which a website is developed and designed. Game Design will expose the students to JavaScript coding where they will be coding and creating their own original games. Students will experience cell phone / tablet app

design through coding. Students will also explore Computer & Internet safety and responsibility. This course is offered to seventh and eighth graders. *This class MAY be taken more than once with Teacher Approval, but not in the same year.*

COMPUTER EXPLORATION (Semester)

Computer Explorations is an introductory class for students who are interested in learning more about computers and how to use different types of software. Students will begin by exploring the Microsoft Suite program which includes Word, Excel & PowerPoint and will move on to creating digital online presentation using Prezi. Students will also explore Computer & Internet safety and responsibility. Students will learn how to create digital music in GarageBand, create movies using iMovie, and learn computer programming basics using Scratch Animation. This course is offered to seventh and eighth graders and *may only be taken once.*

DA VINCI (Semester)

Inspired by the famous thinker, Leonardo DaVinci, and Michael Gelb's book 'How to Think Like Leonardo DaVinci', this class challenges students to commit to a semester-long research project surrounding one area of interest. Students will examine the subject of their choice from multiple perspectives. Each student will be required to develop a thesis and write a position paper no less than ten (10) pages in length. Drawing on their research, students will produce a media presentation, fact sheets, handouts and other associated materials to be used in a final mini-conference. Additionally, each student will identify, contact, and communicate with a content area expert in their chosen field of inquiry. Ideally, content area experts will participate in the student's final presentation, either in-person, via videoconference, or telephonically. A comprehensive document, including the entire component pieces developed during the semester, will be generated for the student's archival purposes. Some field experiences and/or site visits may be included in this course.

ENGINEERING MODELS I: Design & Modeling

This is a class for students who like to use their hands and minds to investigate, create and build. Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design various projects and record their research and ideas in engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs. Then they will face the challenge of building what they have envisioned. The construction of the projects will require familiarity with and the safe handling of hand and power tools, accurate measurement skills in both English Standard and Metric systems, an understanding of applied mathematics and physics, and excellent communications skills. This course is being offered in partnership with Project Lead The Way. This class may only be taken once in 7th or 8th grade.

ENGINEERING MODELS II: Automation & Robotics

This is a class for students who like to use their hands and minds to investigate, create and build. Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program a variety of devices that offer real world challenges. The construction of the projects will require familiarity with and the safe handling of hand and power tools, accurate measurement skills in both English Standard and Metric systems, an understanding of applied mathematics and physics, and excellent communications skills. This course is being offered in partnership with Project Lead The Way. This class may only be taken once in 7th or 8th grade.

VIDEO LAB (Semester)

With a focus on tools and strategies to effectively communicate messages with a video format, this course provides experiences for students who are interested in video media. A focus is on real-life problem solving in order to produce and edit videos using Video Camera / Personal Devices & iMovie. Students have opportunities to work in collaborative groups as well as to create productions individually. Video Lab students explore the many layers of video production including storyboarding, scripting, filming, interviewing, critiquing, editing and re-editing. Students

will cover topics such as PSA, commercials, music videos, interviews and short films. *This class MAY be taken more than once with Teacher Approval, but not in the same year.*

FINE ART - GRADE 7

BEGINNING BAND (Semester 1) “No prior experience necessary”

Beginning Band is made up of seventh grade students who have not yet had an instrumental playing experience, students who have opted to play a new instrument, or students who would benefit having added instruction before moving to Concert Band. The student will learn the proper assembly and care for their instrument, as well as how to play with proper technique and sound on one of these listed instruments only: Flute, Oboe, Clarinet, Trumpet, French Horn, Trombone, Tuba, and Baritone. When the student has mastered the required competencies and receives the approval of the instructor, they will immediately be placed into the Concert Band as a full member. Students who do not meet the criteria by the end of the semester will be asked to schedule another elective for second semester.

CHORUS (Year)

Seventh Grade Chorus is made up of students with a sincere interest in singing. Members of this group will study choral skills, including sight-reading, tone production, and rehearsal and performance techniques. The Seventh Grade Chorus will perform in at least two evening concerts during the year.

CONCERT BAND (Year)

Concert Band is made up of seventh grade students with at least one year of woodwind, brass, or percussion instrumental experience. Members of this ensemble are exposed to the elements needed for the production of a quality band sound as well as advanced technical skills. Students will perform as a full ensemble as well as have the opportunity to develop solo and small ensemble skills and participate in festivals and clinics.

DRAMA (Semester)

The semester drama class is offered for students who are interested in theatre and may or may not have previous theatrical experience. This class is appropriate for students who thrive in a class with a quick pace and large variety of activities. Topics include an introduction to the stage itself, basic stage voice, movement, and character creation. These skills will be developed through improvisation and scene work. Additional topics include auditioning, story theatre, and theatre production.

DRAMA STUDIO 7 (Year)

The full year drama studio is offered to students who are interested in developing advanced skills in theatre. No prior experience is required. Units include introductory work in creativity, voice, movement, and characterization, as well as in-depth work with styles of performance, auditioning, multi-media Reader’s Theatre, improvisation, theatre production, and directing. Material includes published and original scripts, as well as unscripted improvisational performances. The year-long course also provides the opportunity for students to learn the technical and design facets of theatre. Technical theatre skills such as: lighting, sound, scenic design, and theatre management will be taught in conjunction with each unit as the term progresses. The second semester of this course will also provide advanced technical training through various production projects. A culminating project developed by the students in the class ends the year.

FIBER ARTS (Semester)

This semester class focuses on the planning and construction of functional artworks (things you can use). Fiber arts media includes, fabrics, threads, yarns, handmade paper, papier mache, plaster gauze, wood, paper sculpture.... or any combination of these. This is the ultimate “hands on” class. Each media is fully explored and, ultimately, applied to a final artwork.

MUSICAL THEATRE (Semester)

Musical Theatre is designed to build upon the acting, singing, movement, and technical skills introduced in the 6th

Grade Integrated Arts classes. Seventh and eighth grade students will work in a collaborative setting toward the presentation and performance of a musical. Four phases of the theatrical process will be taught (Company skills, Auditions, Rehearsal, and Performance). *The script for 2016 - 2017 is Disney's Aladdin Jr.*

This class includes a required after school technical rehearsal and a public performance at the end of the term.

ORCHESTRA (Year)

Orchestra is made up of seventh grade string players with at least one year of experience who wish to study music through performance, increase their individual performance skills, and participate in a large performing group. Musical skills learned in previous years are refined and new skills are introduced. Orchestra is a performance class which presents several concerts and participates in music festivals and clinics.

VISUAL ART (Semester)

Students at this age crave more skill-based art instruction. Results from our yearly art survey clearly show how important learning to draw, paint and sculpt realistically is to the students. It is often the number one reason they sign up for this class! Thus, we've developed a rigorous and challenging curriculum designed to greatly increase a student's observational and creative drawing skills. Students learn college-level drawing techniques that help them better match what they envision in their minds with what they can produce on paper. Be warned, however. Students completing this class often leave with an overwhelming urge to create art all the time and will likely want to enroll in more visual art classes in eighth grade!

WORLD LANGUAGES - GRADE 7

CHINESE 1A (YEAR)

The Chinese curriculum at Wydown is designed as a two-year sequence beginning in the seventh grade and continuing through eighth grade. Successful completion combined with teacher recommendation would make a student eligible for Level II Chinese at Clayton High School.

Chinese 1A will introduce the students to the basic components of Mandarin Chinese through theme-based content and hands-on activities. Pinyin Romanization, simplified forms of Chinese characters, basic grammar patterns as well as functional everyday expressions will be taught within the living context of Chinese culture. Topics will start from self-introduction and develop to students' immediate surroundings such as school, family and daily life. Cultural components will be taught through movies, video clips, songs, calligraphy, crafts, cooking, festival celebrations and geographic context. The ultimate goal is to motivate students to become interested in and committed to the learning of Chinese language and culture.

FRENCH 7 (Year)

The French 7 curriculum is a continuation of the sixth grade French program. Students may continue their study of French in seventh and eighth grades.

French 7 is a continuation of French 6. Designed for 7th grade students, it is a year of acquisition of new skills in listening, speaking, reading and writing. The focus will continue to be on common conversational topics as well as cultural concepts, focusing on the regions of France. In class, students will perform skits, complete projects and participate in other communicative activities. An increasing emphasis will be placed on grammatical structures through conversation and writing. Units of study include pastime activities, food and meals, shopping, the house and chores, travel, and places around town. **Prerequisite:** French 6 at Wydown or placement test and teacher approval.

LATIN IA (Year)

The Latin curriculum at Wydown is designed as a two-year sequence beginning in the seventh grade and continuing through eighth grade. Successful completion combined with teacher recommendation would make a student eligible for Level II Latin at Clayton High School.

The Latin IA course is the beginning of a series based upon the graded reading program of the Oxford Latin Course. Its purpose is to develop smooth and fluent reading skills in Latin over the course of two academic years, to build knowledge of vocabulary (both Latin and English) and language structures, and to provide substantial knowledge of Greek and Roman civilization and history. The primary storyline of the Oxford series follows the life of Horace (Quintus Horatius Flaccus), one of the greatest poets in Roman history. The story starts with Horace's childhood. During Horace's time at school, the students also learn about Greek and Roman history and culture. Namely, they read about the Trojan War and important people such as Hannibal and Cincinnatus. In addition, the students spend some time learning the basics of classical mythology.

SPANISH 7 (Year)

The Spanish 7 curriculum is a continuation of the sixth grade Spanish program. Students may continue their study of Spanish in sixth, seventh and eighth grades.

This year long study of Spanish is a continuation of sixth grade Spanish. The focus will continue to be on common conversational topics as well as cultural concepts. In class, students will perform skits, complete projects and participate in other hands-on activities. An increasing emphasis will be placed on grammatical structures through conversation and writing. Topics of study will include a review unit, house and party planning, sports and health, computer literacy and amusement parks, and planning and taking a vacation. Cultural units focus on Ecuador, The Dominican Republic, Argentina, and Costa Rica.

Prerequisite: Spanish 6 at Wydown or placement test and teacher approval.

SUPPORT SERVICES - GRADE 7

ENGLISH LANGUAGE LEARNERS

ELL is open to students whose first language is not English and who have been identified by a placement test and/or teacher recommendation. Meeting times are arranged individually based on student needs. ELL may or may not be a scheduled class period. Beginning students work individually and in small groups with the ELL teacher to learn basic skills in listening, pronunciation, conversation, reading, writing, and American culture. Advanced students work on more complicated language skills, such as grammar and vocabulary, and receive help with assignments from other classes. Special ELL written materials and computer programs provide a wide range of individualized activities for learning English at all proficiency levels.

LEARNING STRATEGIES (Year)

This course is for students who currently have Individualized Educational Plan (IEP) and are receiving services through Special School District. The course goal is to facilitate the student's acquisition of skills and strategies that will enable them to become competent and independent learners and problem solvers. The student will be working on the goals stated in the Individualized Educational Plan (IEP). The teacher will work to increase the fit between the student's specific educational, social and/or emotional needs and the demands of the classroom.

SPEECH-LANGUAGE SERVICES

A speech-language pathologist provides speech-language therapy through Special School District. Speech and/or language services are offered to those students who have a current Individualized Educational Plan (IEP). These services are designed to meet the needs of students who exhibit disabilities in articulation, voice, fluency, language, and/or hearing, and comply with federal and state regulations.

7th Grade Registration Directions

PLEASE READ THESE DIRECTIONS CAREFULLY!!! We will be doing our forms differently this year.

You have the opportunity to rank all elective selections. We will use this information to make the best placement possible.

IMPORTANT DETAILS TO REMEMBER:

1. There are 3 tables on your selection form this year.
 - Table #1 contains recommended classes. You do not need to do anything in that table. We just want you to be aware that you have been recommended for a class and we will place you in that class.
 - Table #2 has classes that have prerequisites. Some of these classes require having taken the class in 6th grade. Please see Program of Studies for descriptions. These classes are all year long classes.
 - Table #3 contains the rest of the electives. Please number all of these electives starting with 1 as the class you would most like to have. 15 should be the class you would least like.
 - You **MUST** number all classes or your form will not be accepted when you turn it in.
2. If you are not an identified gifted student and would like to take Exploratorium you must speak with your counselor to start the process. We will not add Exploratorium to your requests until you have completed the process and are approved. We will make the appropriate changes at that time.
3. Forms should be turned in to Mrs. Bird in the counseling office *ONLY*. All forms will be dated and timed. Decisions on classes that fill up will be made based on when forms were returned.
4. Forms must be signed by the parents.

Name: _____

7th Grade Registration Worksheet**#1-Teacher Recommended Courses**

If the box is shaded the following classes have been recommended for your student in order to give them the support they need to be successful at Wydown.

These are year-long classes.

	Class Name See Program of Studies for Descriptions
	Strategies Class
	ELL
	Learning Strategies (IEP)

These class(s) will be assigned before any other elective classes.

#2-Band, Orchestra & World Language

These are year-long classes

Please shade box	Class Name
	Beginning Band
	Chinese 1A
	Concert Band^^
	French 7^^
	Latin 1A
	Orchestra^^
	Spanish 7^^

- If you have not take French, Spanish or Orchestra in 6th grade you may not take them in 7th grade.
- If you choose any classes in this box they will be assigned to you before classes in box #3.

^^ **Requires a Prerequisite**

#3- Electives

Students should number all classes from 1-15, with 1 being first choice. Students will be assigned a combination of classes that equal 3 full year classes, including classes from table #1 and table #2 based on your selections.

All classes are semester classes unless otherwise marked

Please Number	Class Name
	Basic FACS
	Chorus (Year)
	Coding
	Computer Explorations
	Da Vinci
	Drama Studio (Year)
	Drama
	Engineering Models I
	Engineering Models II^^
	Exploratorium** (Year)
	Exploratorium**
	Fiber Arts
	Musical Theater
	Video Laboratory
	Visual Arts

^^ **Requires a prerequisite.**

** **Please see directions regarding Exploratorium on the directions page.** If you are not currently an identified gifted student, Exploratorium will not be entered as a request. You will need to talk to your counselor to begin the identification process.

Student Signature:

Parent Signature:

Daytime Contact:

EIGHTH GRADE

THE EIGHTH GRADE PROGRAM

**The eighth grade student enrolls in four core classes,
Physical education class and three electives.**

LANGUAGE LITERACY (Year)

Eighth grade students read from a variety of genres. During the reading, students maintain active reading notes, engage in both informal and formal discussions, respond to various writing prompts, and study vocabulary. Following the reading of at least two core texts, students write a literary essay in which they use textual evidence, including quotations, to support a thesis. In addition to the core texts, eighth graders study several short stories, poems, and essays. Students also are expected to read a wide variety of self-selected books. As students build a portfolio of writing designed to help strengthen their skills, they work closely with teachers in individual conferences.

ALGEBRA (Year)

This course is the study of Algebra I topics. Students in this course will represent and analyze mathematical situations and structures using algebraic reasoning. Topics in this course include writing and solving equations and inequalities, properties of functions, linear functions, systems of equations, exponents and polynomials, exponential functions, and radicals. Completion of daily assignments is an integral part of student work and is essential to preparation for class and success in Algebra. In addition, students are expected to demonstrate proficiency on summative assessments which include novel problems requiring students to apply their learning in new contexts. The TI-Nspire CX graphing calculator is used for demonstrations and class activities. It is strongly recommended that each student purchase a TI-Nspire graphing calculator.

CHALLENGE ALGEBRA (Year)

The Challenge Algebra course is a comprehensive study of Algebra I topics. Students in this course will be expected to represent and analyze mathematical situations and structures using algebraic symbols. Topics in this course include linear, exponential, and quadratic functions, systems of equations, systems of inequalities, polynomials, and data analysis. The workload in this class is significantly greater than in the Algebra class and requires that each student possess a high level of abstract reasoning. Students are expected to demonstrate a high level of proficiency on summative assessments which include novel problems requiring students to apply their learning in new contexts. Students recommended for extensions courses in mathematics have excellent work habits and advanced abstract reasoning skills, exceptionally high scores on standardized mathematics tests, and demonstrate an advanced level of problem solving and flexible thinking on district assessments. Students enrolled in Challenge Algebra are expected to keep up with the advanced pace, while producing quality work, and maintaining at least a “B” average for each semester with minimal out-of-class support. The TI-Nspire CX graphing calculator is used for demonstrations and class activities. It is strongly recommended that each student purchase a TI-Nspire CX graphing calculator.

MATH 8 (Year)

8th grade mathematics focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students will access the curriculum through *Math in Focus: Singapore Math Course 3*. Skills are connected to concepts through visual representations for understanding the “why” and the “how”. Extensive problems solving merges conceptual understanding with computational skills for mastery.

SCIENCE (Year)

8th grade science students will complete the following units:

Humanity and the Environment: Students investigate the history and consequences of contemporary global environmental issues and historical examples of a similar issue. The essential questions of the unit are “How do humans impact the environment?” and “How does the environment impact humans?” Students approach these questions through current world issues of water availability, food security, deforestation, human population, and disease.

Students explore these issues through science and social studies and culminate in completion of individual and group components of a research project.

Climate Chemistry: Students study the effects of the changing global climate by gaining an understanding of climate science and chemistry. They investigate matter and its predictable nature, then apply this understanding to climate patterns on Earth. Students explore the factors and processes of determining climate and the causes and effects of global climate change.

Ecology II: Students investigate how ecosystems and populations change over time by studying the relationships between organisms and their environment. Students will focus on factors and conditions that cause an ecosystem or a population to adapt and the consequences of those changes to the ecosystem. They will also investigate human involvement in impacting change to ecosystems, as well as in preservation, conservation, and restoration of ecosystems.

SOCIAL STUDIES (Year)

Eighth graders will explore world history from the beginning of civilizations to 1600 C.E. Students will examine Greek, Roman, Egyptian, Indian, and Chinese cultures, as well as other African, American, Asian, and European civilizations. Primary source readings, research, and field trips to the art museum are critical components. The essential questions the students will address throughout the year focus on geography, government, economics, and religion. This study of world history will be continued chronologically in the ninth grade at Clayton High School.

PHYSICAL EDUCATION/HEALTHY LIFESTYLES:**PHYSICAL EDUCATION: (3 quarters)**

Our mission is to teach students to live and value a healthy lifestyle. The physical education curriculum is student-centered, fun, skill-oriented, and inclusive. Our students participate in a

variety of activities where they learn how to improve their overall fitness, perform a variety of skills, and be responsible for their health and well-being. They learn how to cooperate with others, socialize with their peers, be confident and independent, and exhibit self-control.

8th GRADE HEALTHY LIFESTYLES: (1 quarter) The eighth grade curriculum emphasizes self-sufficiency and advocating for one's own health through various lessons. Eighth grade curriculum includes information on alcohol and alcoholism. The unit over other drugs includes vitamins and other over the counter medications, energy drinks, marijuana, and "club drugs," such as ecstasy. The focus of these units is on how the substances affect our bodies, the addiction process, and decision-making. The mental health unit teaches about how to handle stress, how to recognize the signs of depression and suicide, and how to help someone. In addition to this set of curricula, students will be taught lessons about sexuality (reproductive anatomy review, sexually transmitted disease/infections, & contraceptives) during 3rd quarter for all 8th grade students through health and PE class. These lessons promote abstinence as the safest choice for teenagers and young adults. A letter will be sent home prior to this unit of study.

THE EIGHTH GRADE ELECTIVE COURSES

ACADEMIC SUPPORT CLASSES:

ACADEMIC SUPPORT 8 (Year)

This class will offer an array of study and organization skills designed to support the foundations necessary for success in all eighth-grade core classes. Working in small groups, students will be taught specific learning strategies in note taking, test taking, listening, and reading comprehension directly related to the 8th grade core curriculum. **Referral required** from a teacher, parent or student. Grade level principal must approve this referral.

MATH STRATEGIES (Year)

Math Strategies is a course designed for students who need additional instruction and practice time to improve their understanding of mathematical concepts, skills and problem solving. A variety of data is used to make this placement decision, which includes, MAP scores, NWEA MAP scores, and classroom performance on assessments.

This support class is designed to provide scaffolded supports through instruction activities and ample guided practice. Students will apply these strategies within their regular mathematics coursework.

Referral required from a teacher, parent or student. The math specialist must then approve this referral based on all available student data.

READING STRATEGIES (Year)

Reading strategies is a course designed for students who need to improve their reading habits and comprehension. Using observations, interviews, and diagnostic testing, the reading specialist will determine reading strengths and weaknesses. Through small group instruction

and class discussion, students will learn the strategies and tools that effective readers use to understand and remember what they read. Students will apply these strategies as they read a variety of fiction and expository texts. **Referral required** from a teacher, parent or student. A reading specialist must then approve this referral.

CHALLENGE ENRICHMENT COURSES:

Challenge Level Enrichment - Enrichment and gifted education opportunities at Wydown are offered in the following ways: (1) through the elective course described below (2) through pull-outs from the classroom and (3) through collaboration and teaming with classroom teachers.

EXPLORATORIUM (Semester or Year)

Exploratorium, an elective class for identified gifted learners, is a guided journey into the unknown. Crossing disciplines and classroom boundaries, Exploratorium provides a forum for extending, connecting, and enhancing skills, habits, and ideas. Students engage in a variety of academic experiences that provide a platform for wrestling with big ideas such as identity, community, complexity, and leverage. *Students explore a series of topical problems to sharpen and extend the skills necessary to be a citizen of the 21st century.* Among the skills necessary are the following: documenting aesthetically, solving problems systematically, debating persuasively, questioning deliberatively, communicating effectively, testing scientifically, and researching academically.

This class can be taken as a semester class or for the full year.

This class is offered to all three grade levels. This course is for IDENTIFIED Enrichment students ONLY. Anyone with questions concerning enrollment in these classes should contact the Gifted Education office directly at 854-6444.

INTERDISCIPLINARY COURSES:

BASIC F.A.C.S. (Family and Consumer Science) (Semester)

This class is an exploratory instructional program designed to teach basic skills in food preparation, babysitting skills and safety, hand sewing and machine sewing. Laboratory experiences, hands-on activities, and the use of technology in each area of study will emphasize the application of life skills. At completion, students will receive a babysitting certificate. Individual sewing projects made by hand and by machine will be completed. Students working in small groups will learn food preparation, safety and following a recipe. This class is designed for 7th and 8th grade students. This course is offered to seventh and eighth graders and *may only be taken once.*

CODING – Code Websites, Games& Apps (Semester)

Coding is for students who have a strong interest in computers and the Internet. Students will use various resources in order to build their knowledge base of internet literacy while learning techniques to improve their use of the internet and coding software programs, HTML coding in website design. HTML code writing is taught as the foundation of all websites. Website design is

taught using Text Edit & Adobe Dreamweaver in order to expose students to just a few of the ways in which a website is developed and designed. Game Design will expose the students to JavaScript coding where they will be coding and creating their own original games. Students will experience cell phone / tablet app design through coding. Students will also explore Computer & Internet safety and responsibility. This course is offered to seventh and eighth graders. *This class MAY be taken more than once with Teacher Approval, but not in the same year.*

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Computer Explorations is an introductory class for students who are interested in learning more about computers and how to use different types of software. Students will begin by exploring the Microsoft Suite program which includes Word, Excel & PowerPoint and will move on to creating digital online presentation using Prezi. Students will also explore Computer & Internet safety and responsibility. Students will learn how to create digital music in GarageBand, create movies using iMovie, and learn computer programming basics using Scratch Animation. This course is offered to seventh and eighth graders and *may only be taken once.*

DaVINCI – (Semester)

Inspired by the famous thinker, Leonardo DaVinci, and Michael Gelb's book 'How to Think Like Leonardo DaVinci', this class challenges students to commit to a semester-long research project surrounding one area of interest. Students will examine the subject of their choice from multiple perspectives. Each student will be required to develop a thesis and write a position paper no less than ten (10) pages in length. Drawing on their research, students will produce a media presentation, fact sheets, handouts and other associated materials to be used in a final mini-conference. Additionally, each student will identify, contact, and communicate with a content area expert in their chosen field of inquiry. Ideally, content area experts will participate in the students final presentation, either in-person, via videoconference, or telephonically. A comprehensive document, including the entire component pieces developed during the semester, will be generated for the student's archival purposes. Some field experiences and/or site visits may also be included in this course.

ENGINEERING MODELS I: Design & Modeling

This is a class for students who like to use their hands and minds to investigate, create and build. Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design various projects and record their research and ideas in engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs. Then they will face the challenge of building what they have envisioned. The construction of the projects will require familiarity with and the safe handling of hand and power tools, accurate measurement skills in both English Standard and Metric systems, an understanding of applied mathematics and physics, and excellent communications skills. This course is being offered in partnership with Project Lead The Way. *This class may only be taken once in 7th or 8th grade.*

ENGINEERING MODELS II: Automation & Robotics

This is a class for students who like to use their hands and minds to investigate, create and build. Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program a variety of devices that offer real world challenges. The construction of the projects will require familiarity with and the safe handling of hand and power tools, accurate measurement skills in both English Standard and Metric systems, an understanding of applied mathematics and physics, and excellent communications skills. This course is being offered in partnership with Project Lead The Way. *This class may only be taken once in 7th or 8th grade.*

EXPLORING THE F.A.C.S. (Family and Consumer Science) (Semester)

This class is for 8th grade students. No prerequisite is required. It introduces students to the areas of culinary skills, nutrition, child development, and sewing technology. This is a student oriented, practical and relevant course that offers hands-on experience with individual creative projects. Students learn to work individually and in small groups while exploring topics in food preparation, food safety and sanitation, nutritional needs, sewing skills and the responsibilities of parenting. A variety of hands-on activities in the lab and in small groups encourages the application of life skills.

VIDEO LAB (Semester)

With a focus on tools and strategies to effectively communicate messages with a video format, this course provides experiences for students who are interested in video media. A focus is on real-life problem solving in order to produce and edit videos using Video Camera / Personal Devices & iMovie. Students have opportunities to work in collaborative groups as well as to create productions individually. Video Lab students explore the many layers of video production including storyboarding, scripting, filming, interviewing, critiquing, editing and re-editing. Students will cover topics such as PSA, commercials, music videos, interviews and short films. *This class MAY be taken more than once with Teacher Approval, but not in the same year.*

FINE ART - GRADE 8**CHORUS (Year)**

Eighth grade chorus is made up of students with a sincere interest in singing. Musicianship and vocal skills are enhanced through the singing of both traditional and contemporary choral literature. Students perform as a group and have the opportunity to develop solo and small ensemble skills. The Eighth Grade Chorus will perform in at least two evening concerts during the year.

DIGITAL ART AND PHOTOGRAPHY I (Semester)

The Art Department is seeking interested, responsible, hard-working students to spend an exciting semester exploring the computer and camera as tools for creating imaginative works of

art. You will be taught the fundamentals of using a digital camera as well as the skills necessary to manipulate the resulting images using the premier graphics software, Adobe Photoshop. Equal emphasis will be placed on mastering the technical aspects of the computer and camera as well as the artistic. All supplies, including cameras and photo paper, will be provided by the school.

DIGITAL ART AND PHOTOGRAPHY II (Second Semester)

Are you ready for a challenge? Do you want to use the Photoshop tools and techniques learned in the Digital Art and Photography class to create realistic art that will amaze your friends and stun your parents? Then Advanced Photoshop is for you! This class will focus on learning how to create photo-realistic imagery without photographs. The course starts with an intense review of essential techniques followed by even more challenging tutorial-projects. The tutorial projects demonstrate how the techniques are applied in Photoshop to illustrate a wide variety of realistic objects and scenes. The experience gained from these tutorials will aid in the later creation of original student work. Prerequisite Digital Art and Photography I

DRAMA (Semester)

The semester drama class is offered for students who are interested in an introduction to drama but may not have prior experience. This class is appropriate for students who thrive in a class with a quick pace and large variety of activities. Topics include an introduction to the stage, vocal techniques, expressive movement, and character creation. Projects such as improvisation and duet scenes will cover elements of basic script analysis, rehearsal procedures, and performance etiquette. Additional topics may include on-air performance, staging to music and performance of original material.

DRAMA STUDIO 8 (Year)

The full year drama studio is offered to students who are interested in developing advanced skills in theatre. Although no prior experience is required, only those students interested in advanced performance work should enroll. Introductory projects cover movement, vocal technique, characterization, and script analysis. Performance styles from throughout history and around the world will be explored. Students will learn directing and production concept development, as well as technical theatre skills including set and costume design. Technical theatre skills such as: lighting, sound, scenic design, costume design and theatre management will be taught in conjunction with each unit as the term progresses. The second semester of this course will also provide advanced technical training through various production projects including a technical design simulation where the students will fully design and produce a published script.

FIBER ARTS (Semester)

This semester class focuses on the planning and construction of functional artworks (things you can use). Fiber arts media includes, fabrics, threads, yarns, handmade paper, papier mache, plaster gauze, wood, paper sculpture.... or any combination of these. This is the ultimate “hands on” class. Each media is fully explored and, ultimately, applied to a final artwork.

MUSICAL THEATRE (Semester)

Musical Theatre is designed to build upon the acting, singing, movement, and technical skills introduced in the 6th Grade Integrated Arts classes. Seventh and eighth grade students will work in a collaborative setting toward the presentation and performance of a musical. Four phases of the theatrical process will be taught (Company skills, Auditions, Rehearsal, and Performance).

The script for 2016 - 2017 is Disney's Aladdin Jr.

This class includes a required after school technical rehearsal and a public performance at the end of the term.

ORCHESTRA (Year) Orchestra is made up of eighth grade string players with at least two years of experience or director approval that wish to study music through performance, increase their individual performance skills, and participate in a large performing group. Musical skills learned in previous years are refined and new skills are introduced. Orchestra is a performance class that presents several concerts and participates in music festivals and clinics each year.

SPEAK TO BE HEARD (Semester)

This semester class is for those eighth-grade students interested in building effective communications skills. Work will include mechanics of effective speaking, argumentation, effective questioning techniques, multimedia presentations, persuasion, and exploration of the impact of instant communication. In addition, issues such as self-concept and biased perceptions in our society will be studied, along with their impact on successful communication.

SYMPHONIC BAND (Year)

Symphonic Band is made up of eighth grade students with at least one year of woodwind, brass, or percussion instrumental experience or director approval. Members will refine earlier developed skills through a variety of rehearsal techniques designed to encourage the students' growth. Students will perform as a full ensemble as well as have the opportunity to develop solo and small ensemble skills and participate in festivals and clinics.

VISUAL ART (Semester)

“The arts celebrate multiple perspectives. One of their large lessons is that there are many ways to see and interpret the world.” (Elliot W. Eisner) This quote by Eisner represents the value of the visual arts to students at this age. In addition to developing fundamental and advanced art-making skills, this class encourages students to recognize and appreciate the diversity of artistic expression that exists in the larger world and cultivate it within themselves. Students engage in projects designed to challenge their assumptions and explore other viewpoints. A variety of two-dimensional and three-dimensional art-making tools and materials are provided. Students completing this class with a strong portfolio and a strong grasp of the Elements and Principles of Design, can apply to skip Art 1 at CHS and go directly into Art 2.

WORLD LANGUAGES - GRADE 8

CHINESE 1B (Year)

The Chinese curriculum is a continuation of the Chinese1A program.

Chinese IB is designed for students who have completed studying Chinese for a year. In this course, students expand their language skills beyond talking about their families and school life. They will learn how to talk about things they use in daily life (school supplies, sports equipment, etc.), how to talk about recreational activities and describe the places where they live. Cultural components will include Chinese poems, proverbs and idioms, music and movies, recreational activities, provinces and major cities. Students will be expected to comprehend most of the essential aspects of modern Chinese grammar and to communicate in real life situations related to the above topics. **Prerequisite:** Chinese 1A at Wydown or placement test and teacher approval.

FRENCH 8 (Year)

The French 8 curriculum is a continuation of the French 7 program.

The course is available to 8th grade students who have successfully completed French 6 & 7. Students will learn to express actions in the present and past tenses. Some topics are the family, celebrations, meal preparation, food shopping, school, and one's daily routine. Students will continue to broaden their knowledge and understanding of the French-speaking world. This course continues to emphasize listening, speaking, reading, and writing skills. Students are expected to be able to understand conversations by native speakers on topics related to everyday life. They are also expected to speak and write about these topics. The course requires daily homework, class participation, oral and written assessments, and various projects for cultural enrichment. **Prerequisite:** French 7 at Wydown or placement test and teacher approval.

LATIN IB (Year)

The Latin 1B curriculum is a continuation of the seventh grade Latin 1A program.

The Latin IB course is the continuation of the series that began in IA; it is based upon the graded reading program of the Oxford Latin Course. Its purpose is to develop smooth and fluent reading skills in Latin, to build knowledge of vocabulary (both Latin and English) and language structures, and to provide substantial knowledge of Greek and Roman civilization and history. Students will study life in the city of Rome in the late Republic. Following the life of Horace, a famous Roman poet, the students will also learn about Roman politics, philosophy, and entertainment. The culmination of this year is learning about the two Triumvirates and the end of the Republic. **Prerequisite:** Latin 1A at Wydown or placement test and teacher approval.

SPANISH 8 (Year)

The Spanish 8 curriculum is a continuation of the seventh grade Spanish program.

This year long course at Wydown is a continuation of seventh grade Spanish. Successful completion combined with teacher recommendation would make a student eligible for Intermediate Spanish at Clayton High School. Spanish 8 students will continue to strengthen

their skills in listening, speaking, reading and writing. Most of the class will be conducted in Spanish. Students will perform skits and complete projects throughout the course. Topics of study will include travel, talking about past vacations, The World Cup, daily routines and making plans, clothes and shopping, at the market, legends and stories, preparing and describing food, and ordering meals in a restaurant. cultural units focus on Costa Rica, Argentina, Puerto Rico, ancient and modern Mexico, and Spain. **Prerequisite:** Spanish 7 at Wydown or placement test and teacher approval.

SUPPORT SERVICES - GRADE 8

ENGLISH LANGUAGE LEARNER

ELL is open to students whose first language is not English and who have been identified by a placement test and/or teacher recommendation. Meeting times are arranged individually based on student needs. ELL may or may not be a scheduled class period. Beginning students work individually and in small groups with the ELL teacher to learn basic skills in listening, pronunciation, conversation, reading, writing, and American culture. Advanced students work on more complicated language skills, such as grammar and vocabulary, and receive help with assignments from other classes. Special ELL written materials and computer programs provide a wide range of individualized activities for learning English at all proficiency levels.

LEARNING STRATEGIES (Year)

This course is for students who are currently receiving Special School District services and have an Individualized Education Plan through Special School District. The course goal is to facilitate the student's acquisition of skills and strategies that will enable them to become competent and independent learners and problem solvers. The student will be working on the goals stated on the Individualized Educational Plan (IEP). The teacher will work to increase the fit between the students' specific educational, social and/or emotional needs and the demands of the classroom.

SPEECH-LANGUAGE SERVICES

A speech-language pathologist provides speech-language therapy through Special School District. Speech and/or language services are offered to those students who have a current Individualized Education Plan (IEP). These services are designed to meet the needs of students who exhibit disabilities in articulation, voice, fluency, language, and/or hearing, and comply with federal and state regulations.

8th Grade Registration Directions

PLEASE READ THESE DIRECTIONS CAREFULLY!!! We will be doing our forms differently this year.

You have the opportunity to rank all elective selections. We will use this information to make the best placement possible.

IMPORTANT DETAILS TO REMEMBER:

1. There are 3 tables on your selection form this year.
 - Table #1 contains recommended classes. You do not need to do anything in that table. We just want you to be aware that you have recommended for a class and we will place you in that class.
 - Table #2 has classes that have prerequisites. Some of these classes require having taken the class in 7th grade. Please see Program of Studies for descriptions. These classes are all year long classes.
 - Table #3 contains the rest of the electives. Please number all of these electives starting with 1 as the class you would most like to have. 18 should be the class you would least like.
 - You **MUST** number all classes or your form will not be accepted when you turn it in.
2. If you are not an identified gifted student and would like to take Exploratorium you must speak with your counselor to start the process. We will not add Exploratorium to your requests until you have completed the process and are approved. We will make the appropriate changes at that time.
3. Forms should be turned in to Mrs. Bird in the counseling office *ONLY*. All forms will be dated and timed. Decisions on classes that fill up will be made based on when forms were returned.
4. Forms must be signed by the parents.

Name: _____

8th Grade Registration Worksheet

#1-Teacher Recommended Courses

If the box is shaded the following classes have been recommended for your student in order to give them the support they need to be successful at Wydown.

These are year-long classes.

	Class Name
	See Program of Studies for Descriptions
	Strategies Class
	ELL
	Learning Strategies (IEP)

These class(s) will be assigned before any other elective classes.

#2-Band, Orchestra & World Language

These are year-long classes

Please shade box	Class Name
	Chinese 1B
	Concert Band^^
	French 8^^
	Latin 1B
	Orchestra^^
	Spanish 8^^

- If you have not taken these classes in 7th grade, you will not be able to take them in 8th grade.
- If you choose any classes in this box they will be assigned to you before classes in box #3.

^^ Requires a Prerequisite

Students should number all classes from 1-18, with 1 being first choice. Students will be assigned a combination of classes that equal 3 full year classes, including classes from table #1 and table #2 based on your selections.

All classes are semester classes unless otherwise marked

Please number	Class Name
	Basic FACS
	Chorus (Year)
	Coding
	Computer Explorations
	Da Vinci
	Digital Art and Photography I
	Digital Art and Photography II^^
	Drama Studio (Year)
	Drama
	Engineering Models I
	Engineering Models II^^
	Exploratorium** (Year)
	Exploratorium**
	Exploring the FACS
	Fiber Arts
	Musical Theater
	Speak to be Heard
	Video Laboratory
	Visual Arts

^^ Requires a prerequisite.

** Please see directions regarding Exploratorium on the directions page.

Student Signature: _____

Parent Signature: _____

Daytime Contact: _____

