

**WYDOWN
PROGRAM
OF**

STUDIES

2014-2015

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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, Team Time, Integrated Arts, Physical Education, a Foreign Language, and one year long or two semester electives.

LANGUAGE LITERACY (Year)

The sixth grade literacy curriculum integrates the Clayton Learning Objectives into the everyday classroom. Teachers emphasize reading strategies and literature appreciation through shared literature studies including three core literature titles, independent reading opportunities, genre studies and poetry exploration. Throughout the year, the students will expand their vocabulary and study the elements of literature. Sixth grade students also learn expository reading skills through the evaluation and summarizing of nonfiction texts.

The sixth grade writing curriculum engages students in Writers' Workshop and individual journal writing. Through the writing process, students focus primarily on the Six Traits of Writing and receive regular feedback through conferencing with teachers and writing specialists. In addition to adhering to the skills and conventions of the Wydown Writer's Contract, students also practice basic grammar and convention skills in the context of various writing units. Student writing experiences include developing personal narratives, fiction stories, poetry, expanded expository paragraphs, summary paragraphs, and multi-paragraph essays. Students are expected to use supporting and sensory details, as well as explore descriptive and figurative language in each writing piece.

PRE-ALGEBRA I (Year)

Students will study the following pre-algebra topics: solving equations, writing equation and designing models to represent mathematical situations, rational numbers, (fractions, decimals, percent concepts), data collection and analysis, area and perimeter relationships, side and angle relationships of two dimensional shapes, and spatial reasoning and data analysis. Teachers use a variety of strategies to create a positive and challenging classroom environment which include; students' developing their own math strategies, communicating their mathematical thinking and examining their own errors as a means of growth. Students will be expected to do daily homework assignments and maintain a complete math journal, which documents both computation and problem solving strategies. In addition, students are expected to demonstrate proficiency on summative assessments, as well as, to apply mathematical learning in novel problems.

PRE-ALGEBRA I EXTENSIONS (Year)

This challenge-level course emphasizes abstract reasoning and extension of the investigations covered in Pre-Algebra I with an additional unit in surface area and volume. The workload in this class is substantially greater than in the Pre-Algebra I class. To remain in this course, students must be able 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.

Prerequisites:

- Excellent work habits and advanced abstract reasoning skills
- Exceptionally high scores on standardized mathematics tests
- High score on an algebra readiness test

- ❑ High level of accuracy and efficiency on a district computation test

SCIENCE (Year)

The sixth grade students participate in a variety of experiences designed to help them answer our two essential questions; How Does the Earth Change Over Time? & What is Life? Embedded throughout the 6th grade curriculum are safety, use of science notebooks, and inquiry/process skill development. These process skills include, metric measurement, use of lab equipment, investigating, classifying, communicating, data collection & organization, observing and inferring.

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 changes economically, geographically, politically, and culturally over the century.

TEAM TIME: Together Everyone Achieves More (Year)

As a part of the core time, all sixth grade students will have an opportunity to participate in specialized groups that may focus on core content support and extensions, ELL, Exploratorium, test taking skills, town hall meetings, library time, and organizational skills.

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)

The purpose of this course is to teach students to live and value a healthy lifestyle. Wydown's physical education program exposes students to a wide variety of individual, dual, and team sports, as well as a range of fitness activities. Students will develop and/or refine movement skills, improve their overall health and performance, gain the knowledge to play several lifetime sports, and demonstrate appropriate social behaviors during class.

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.

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.

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 greetings/leave taking, numbers, days of the week, months, seasons, weather, telling time, school, describing classes and schedules, clothing, describing yourself and others, likes and dislikes, shopping, around town, family and home. Culture focuses on 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.

ELECTIVES - GRADE 6

All sixth grade students participate in electives. Options include Beginning 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. 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 the following instruments: Flute, Oboe, Clarinet, Trumpet, Horn, Trombone, Baritone and Tuba. The instructors will determine a limited number of positions for Saxophone and Percussion.

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.

BEGINNING ORCHESTRA (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)

The sixth grade art class is an introduction to art at Wydown. Students experience a more concentrated approach to learning than they had in elementary school because the class meets every day for one semester. Students learn the elements and principles of art while they build confidence in their own abilities and technical skills. Students are given an opportunity to explore a variety of art materials.

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.

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 need to notify the Wydown Middle School registrar of this decision through written communication.

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 854-6454.

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.

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. Students are selected for this intervention, if they are achieving below grade level on several indicators. This support class is designed to provide additional work beyond the math classroom in both a small group and 1 on 1 setting, facilitated by the students' math teacher and guided by the building mathematics specialist. Students will apply these strategies within their regular mathematics course. Students are expected to participate in classroom learning activities, be willing to examine assessments and homework from their regular class to identify strengths and weaknesses and demonstrate a positive attitude about learning mathematics. The desired student to teacher ratio for this course is no more than 10:1.

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

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.

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

REQUIRED COURSES

Math: Math placement will be determined sometime in May after math testing has taken place.

Language Literacy

Science

Social Studies

Physical Education/Healthy Lifestyles

Integrated Arts

TEAM TIME

You MUST choose either Spanish or French. (Foreign Language is required in 6th grade)

_____ Spanish 6

_____ French 6

ELECTIVES

Choose either **2 semester electives** *or* **1 full year elective** from the following list:

Chorus (semester)

Drama (semester)

Exploratorium Semester**

Visual Art (semester)

Cadet Band (full year)

Exploratorium Full Year**

Orchestra for Beginners (full year)

Orchestra (full year)

****If you select Exploratorium:** Enrollment in Exploratorium must be approved by the Enrichment Department. If you are not currently an Identified Gifted Student and wish to take Exploratorium you must choose alternate selections. You will be placed in your alternate selections until all paperwork is completed for the gifted program. If you qualify we will place you in Exploratorium. Please call 854-6454 with any questions regarding Exploratorium

***Parent Signature: _____

Alternate Selections must be completed if you selected Exploratorium.

1. _____

2. _____

Special School District students should choose electives. Course selections will be finalized at your end of the year transition meeting and schedules will be adjusted at that time.

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: fiction, historical fiction, short stories and poetry. 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, tests, 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.

PRE-ALGEBRA II (Year)

Seventh grade Pre-Algebra II builds on the topics of Pre-Algebra I. This second-year course focuses on a formal understanding of Pre-Algebra II concepts. Topics include computation and applications with rational numbers, volume, surface area, similarity, probability, coordinate graphing, and connections between tables, graphs, and algebraic expressions. Special emphasis is given to the study of proportional thinking and logical reasoning. Problem-solving activities are used to enhance student understanding of core concepts and skills. Completion of daily assignments is an integral part of student work and is essential to success in Pre-Algebra II. Teachers use a variety of strategies to create a positive and challenging classroom environment which include; students' developing their own math strategies, communicating their mathematical thinking and examining their own errors as a means of growth. In addition, students are expected to demonstrate proficiency on summative assessments, as well as, to apply mathematical learning in novel problems.

PRE-ALGEBRA II EXTENSIONS (Year)

This challenge-level course emphasizes abstract reasoning and extension of the investigations covered in Pre-Algebra II. In addition, linear relationships, matrix operations and in-depth geometric relationships will be studied. This class develops generalizations and algebraic representations for mathematical concepts and students are expected to communicate their thoughts in a formal and systematic manner. The workload in this class is significantly greater than in the Pre-Algebra II class. To remain in this course, students must be able 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.

Prerequisites:

- math teacher recommendation
- excellent work habits and advanced abstract reasoning skills
- high score on an algebra readiness test
- high level of accuracy and efficiency on a district computation test

SCIENCE (Year)

To support the middle school overarching theme of “How do matter and energy flow through systems?,” seventh grade science students investigate two questions. First, “How do matter and energy flow in the universe?” We will accomplish this by exploring Light and Heat first quarter, then space systems second quarter. Although everyone interacts with light and experiences seasons, it is important to deeply understand these phenomena. In our light & heat unit, students will concentrate on the science concepts that relate to temperature, refraction, reflection & color. In our space systems unit, students will concentrate on the relationship between the Sun, Earth & Moon.

Our investigation of the movement of matter and energy will continue by investigating the cell and how it works. Then we will explore whole organisms and their interactions in ecosystems, answering the question “How do living things utilize the matter they have to obtain the energy they need?”. Students will look at how the cells form specialized tissues that allow life processes to occur. This will be connected to the overarching question by answering "How do matter and energy flow in the biosphere?"

While investigating these concepts, students will create testable questions, gather and interpret data, formulate claims, and provide evidence for their ideas. Students are challenged to think critically and to communicate their knowledge and understanding through writing and discussion. We will take advantage of current events relative to the topics as “teachable moments.”

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)**

The purpose of this course is to teach students to live and value a healthy lifestyle. Wydown’s physical education program exposes students to a wide variety of individual, dual, and team sports, as well as a range of fitness activities. Students will develop and/or refine movement skills, improve their overall health and performance, gain the knowledge to play several lifetime sports, and demonstrate appropriate social behaviors during class.

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. Students are selected for this intervention, if they are achieving below grade level on several indicators. This support class is designed to provide additional work beyond the math classroom in both a small group and 1 on 1 setting, facilitated by the students' math teacher and guided by the building mathematics specialist. Students will apply these strategies within their regular mathematics course. Students are expected to participate in classroom learning activities, be willing to examine assessments and homework from their regular class to identify strengths and weaknesses and demonstrate a positive attitude about learning mathematics. The desired student to teacher ratio for this course is no more than 10:1.

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

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 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 854-6454.

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.

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 different parts of a computer and move on to creating 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 (Semester)

Engineering Models is a class for students who like to use their hands and minds to investigate, create and build. Students will learn to use drawings and models as a way to "see" projects before construction. Then they will face the challenge of building exactly what they have envisioned. The construction of the projects requires the safe handling and use of tools (both hand and power). Glue, tape, wire, paint and sandpaper may be used. Successful engineering students will make accurate measurements in English and metric systems, use applied mathematics and physics, possess excellent communication skills and cooperate with others. This course is offered to seventh and eighth grade students. A small materials fee may be required depending on the nature of our projects. *Students may take this course more than once with teacher approval, but not more than once in a school year.*

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 iMovie'11. 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, filming, interviewing, critiquing, editing and re-editing. *Students may take this course more than once with teacher approval, but not more than once in a school year.*

WEB TECHNOLOGY (Semester)

Web Technology 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 computer software programs, HTML coding, and website design. HTML code writing is taught as the foundation of all websites. Website design is taught using Google Sites and Adobe Dreamweaver in order to expose students to just a few of the ways in which a website is developed and designed. Students will also be introduced to animation using Adobe Flash. This course is offered to seventh and eighth graders and *may only be taken once.*

FINE ART - GRADE 7 **BEGINNING BAND**

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 have had a less than successful band experience in the previous year. 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.

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. They have an opportunity to explore solo and small ensemble performances. Clinics are also offered to expose the students to outside artists.

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 is for students who have an interest in working with the various techniques and materials related to the fiber arts. Students will learn the basics of weaving, basketry, papermaking, and textile design. The history of each art form will be explored as well as the many people who have made these art forms a distinctive part of their culture.

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 2014 - 2015 is Alice in Wonderland 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)

This semester class is for those students who want to explore art. Students learn a variety of skills, history and techniques. The units cover basic drawing skills, painting, and three-dimensional work. Art history and formal analysis are woven into these units.

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 sixth, 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. 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, 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 Cambridge 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 first year intends to establish a vocabulary of about 350 fundamental Latin words, to read present and past tense narratives with compound and complex sentence structures, and to study the life of a Roman family in the town of Pompeii up to the time of the eruption of Mount Vesuvius in the first century. Along with life in Pompeii, the students will learn about Greek and Roman mythology as well as early Roman history.

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, Friends and Students, Family and House, At Home and At School (activities), Shopping, Café and Market, and Sports. **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--2014-15 School Year

Dear Students and Parents,

PLEASE READ THESE DIRECTIONS CAREFULLY!!!

You will find on the back of this page the 2014-2015 registration worksheet. We changed the format slightly from last year to better identify your preferred elective classes.

This year we are introducing the concept of choosing and ranking alternate elective selections. A new column has been added to the right of the course offerings giving you the option of choosing it as an alternate and then indicating your level of interest.

We will use this extra information to make the best placement possible.

IMPORTANT DETAILS TO REMEMBER:

- You must choose 3.0 credits worth of elective classes. The 3.0 credits can be added up in numerous ways. For example, you could choose three year-long electives, two year-long electives and two semester-long electives, one year-long elective and four semester-long electives, or 6 semester-long electives.
- In addition to your 3.0 credit choices you must make three (3) alternate choices and rank that choice as “somewhat interested, interested, or very interested.” In the rare case that you are not able to receive all of your top choices we will schedule you into the alternative choices based on rated preference.
- Ranking an alternative choice as “very interested” means you are happy to enroll in this class if one of your “top choices” cannot fit into your schedule.
- Leaving a course blank means you are choosing NOT to take this course.
- When you have finished selecting your course options please double check to make sure you have 3.0 credits – this includes adding any teacher recommended courses (add columns A, B, and C).

Registration Worksheet is DUE – FEBRUARY 7th

7th Grade Registration Worksheet--2014-15 School Year

Directions: *First*, select any Full Year and/or Semester Elective(s) by making a check mark (✓) in the **Top Choice(s)** column next to your preferred class(es). Your selections must equal 3.0 credits. *Second*, choose three alternate classes by shading the box in the **Alternate Choice(s)** column which best match your interest level (see key.) *Alternate choices do not factor into the credit total.*

Teacher Recommended Full Year		Full Year Electives					Semester Electives				
<i>Each class is 1.0 credit</i>		<i>Each class is 1.0 credit</i>					<i>Each class is .5 credit</i>				
Teacher Rec.	Class Name	Top Choice(s)	Class Name			Alternate Choice(s)	Top Choice(s)	Class Name			Alternate Choice(s)
	Academic Support		Beginning Band	SI	I	VI		Basic FACS**	SI	I	VI
	Math Strategies		Chinese 1A	SI	I	VI		Computer Explorations**	SI	I	VI
	Learning Strategies		Chorus	SI	I	VI		Da Vinci	SI	I	VI
	Reading Strategies		Concert Band^^	SI	I	VI		Drama	SI	I	VI
	ELL		Drama Studio	SI	I	VI		Engineering Models	SI	I	VI
	Speech/Language		Exploratorium*	SI	I	VI		Exploratorium*	SI	I	VI
			French 7^^	SI	I	VI		Fiber Arts	SI	I	VI
			Latin 1A	SI	I	VI		Musical Theater	SI	I	VI
			Orchestra^^	SI	I	VI		Video Laboratory	SI	I	VI
			Spanish 7^^	SI	I	VI		Visual Art	SI	I	VI
								Web Technology**	SI	I	VI
_____ Column A Total Credit		_____ Column B Total "Top Choice" Credit					_____ Column C Total "Top Choice" Credit				
		Alternate Choice Column Key: SI = Somewhat Interested I = Interested VI = Very Interested					Alternate Choice Column Key: SI = Somewhat Interested I = Interested VI = Very Interested				

A + B + C = _____ (must total 3.0 credits)

* Must be approved by the Enrichment Department. Please call 314-854-6454 with questions.

** If you complete this class in 7th grade you may not take it in 8th grade.

^^ These classes require a prerequisite. Please see Program of Studies.

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. Students in this course will be expected to represent and analyze mathematical situations and structures using algebraic reasoning. Topics in this course include equations, inequalities, properties of functions, linear functions, systems of equations, exponents and polynomials, quadratics functions, and exponential functions. Completion of daily assignments is an integral part of student work and is essential to preparation for class and success in Algebra. Teachers use a variety of strategies to create a positive and challenging classroom environment which include; students' developing their own math strategies, communicating their mathematical thinking and examining their own errors as a means of growth. In addition, students are expected to demonstrate proficiency on summative assessments, as well as, to apply mathematical learning in novel problems.

CHALLENGE ALGEBRA (Year)

The Challenge Algebra course is a comprehensive study of Algebra I. 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. To remain in this course, students must be able 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.

Prerequisites:

- excellent work habits and advanced abstract reasoning skills
- math teacher recommendation

SCIENCE (Year)

Eighth grade science students explore the essential question, "How do matter and energy flow in the biosphere?" through investigating light, chemistry, and ecology. In addition, the curriculum includes an interdisciplinary mini-unit on human sexuality and micro-organisms, specifically sexually transmitted infections. Students develop proficiency with equipment by observing, measuring, and testing hypotheses. Students investigate, problem solve, interpret data, and formulate claims, and provide evidence for their ideas. Students are challenged to think critically and to communicate their knowledge and understanding through writing and discussion. Students

will continue to refine their skills through reading, research, and applying mathematics to science.

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)

The purpose of this course is to teach students to live and value a healthy lifestyle. Wydown's physical education program exposes students to a wide variety of individual, dual, and team sports, as well as a range of fitness activities. Students will develop and/or refine movement skills, improve their overall health and performance, gain the knowledge to play several lifetime sports, and demonstrate appropriate social behaviors during class.

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. Students are selected for this intervention, if they are achieving below grade level on several indicators. This support class is designed to provide additional work beyond the math classroom in both a small group and 1 on 1 setting, facilitated by the students' math teacher and guided by the building mathematics specialist. Students will apply these strategies within their regular mathematics course. Students are expected to participate in classroom learning activities, be willing to examine assessments and homework from their regular class to identify strengths and weaknesses and demonstrate a positive attitude about learning mathematics. The desired student to teacher ratio for this course is no more than 10:1.

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

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.

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*.

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 (Semester)

Engineering Models is a class for students who like to use their hands and minds to investigate, create and build. Students will learn to use drawings and models as a way to “see” projects before construction. Then they will face the challenge of building exactly what they have envisioned. The construction of the projects requires the safe handling and use of tools (both hand and power). Glue, tape, wire, paint and sandpaper may be used. Successful engineering students will make accurate measurements in English and metric systems, use applied mathematics and physics, possess excellent communication skills and co-operate with others. This course is offered to seventh and eighth grade students. A small materials fee may be required depending on the nature of our projects. *Students may take this course more than once with teacher approval, but not more than once in a school year.*

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 iMovie'11. 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, filming, interviewing, critiquing, editing and re-editing. *Students may take this course more than once with teacher approval, but not more than once in a school year.*

WEB TECHNOLOGY (Semester)

Web Technology 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 computer software programs, HTML coding, and website design. HTML code writing is taught as the foundation of all websites. Website design is taught using TextEdit & Adobe Dreamweaver in order to expose students to just a few of the ways in which a website is developed and designed. Students will also be introduced to animation using Adobe Flash. Students will also explore Computer & Internet safety and responsibility. This course is offered to seventh and eighth graders and *may only be taken once.*

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. Please connect to the class web page to learn more and view art from previous classes. The web address is: <http://www.wydown.clayton.k12.mo.us/Pub/DAP/DAP.html>

*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 is for students who have an interest in working with the various techniques and materials related to the fiber arts. Students who took this class in 7th grade may also take it in 8th grade. Students will learn the basics of weaving, basketry, papermaking, and textile design. The history of each art form will be explored as well as the many people who have made these art forms a distinctive part of their culture

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 2014 - 2015 is Alice in Wonderland 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 developing a variety of verbal communications skills. Work will include basic guidelines of effective speaking, presenting and defending an idea, development of effective questions, multimedia presentation, and exploration of the impact of instant communication on our world. Students will develop and produce original works such as poetry or autobiographical pieces, and learn to stretch the voice for maximum interest and expression.

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)

This semester class is for those students who want to explore art. Students learn a variety of skills, history and techniques. The units cover basic drawing skills, painting, and three-dimensional work. Art history and formal analysis are woven into these units.

WORLD LANGUAGES - GRADE 8**CHINESE 1B (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 language at Clayton High School.

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. Topics to be discussed include the family, celebrations, meal preparation, school, and one's daily routine. Students will continue to broaden their knowledge and understanding of the French-speaking world. Listening, speaking, and reading and writing skills continue to be emphasized in this course. 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 tests, and various projects for cultural enrichment. **Prerequisite** French 7 at Wydown or placement test and teacher approval.

LATIN IB (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 IB course is the continuation of the series that began in IA; it is based upon the graded reading program of the Cambridge Latin Course. Its purpose is to develop smooth and fluent reading skills in Latin over the course of three academic years (with IA and IB counting as one academic year), 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 Romanized Britain and Alexandria, Egypt. Along with life in Britain and Alexandria, the students will learn the Greek alphabet, the Greek influence on Mediterranean cultures, and early republican history. **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. Students may continue their study of Spanish in sixth, seventh and eighth grades.

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, Summer and Winter (Sports and Activities), Pastimes and Fun, Daily Routine and Camping. **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--2014-15 School Year

Dear Students and Parents,

PLEASE READ THESE DIRECTIONS CAREFULLY!!!

You will find on the back of this page the 2014-2015 registration worksheet. We changed the format slightly from last year to better identify your preferred elective classes.

This year we are introducing the concept of choosing and ranking alternate elective selections. A new column has been added to the right of the course offerings giving you the option of choosing it as an alternate and then indicating your level of interest.

We will use this extra information to make the best placement possible.

IMPORTANT DETAILS TO REMEMBER:

- You must choose 3.0 credits worth of elective classes. The 3.0 credits can be added up in numerous ways. For example, you could choose three year-long electives, two year-long electives and two semester-long electives, one year-long elective and four semester-long electives, or 6 semester-long electives.
- In addition to your 3.0 credit choices you must make three (3) alternate choices and rank that choice as “somewhat interested, interested, or very interested.” In the rare case that you are not able to receive all of your top choices we will schedule you into the alternative choices based on rated preference.
- Ranking an alternative choice as “very interested” means you are happy to enroll in this class if one of your “top choices” cannot fit into your schedule.
- Leaving a course blank means you are choosing NOT to take this course.
- When you have finished selecting your course options please double check to make sure you have 3.0 credits – this includes adding any teacher recommended courses (add columns A, B, and C).

Registration Worksheet is DUE – FEBRUARY 7th

8th Grade Registration Worksheet --2014-15 School Year

Directions: *First*, select any Full Year and/or Semester Elective(s) by making a check mark (✓) in the **Top Choice(s)** column next to your preferred class(es). Your selections must equal 3.0 credits. *Second*, choose three alternate classes by shading the box in the **Alternate Choice(s)** column which best match your interest level (see key.) *Alternate choices do not factor into the credit total.*

Teacher Recommended Full Year		Full Year Electives					Semester Electives				
<i>Each class is 1.0 credit</i>		<i>Each class is 1.0 credit</i>					<i>Each class is .5 credit</i>				
Teacher Rec.	Class Name	Top Choice(s)	Class Name	Alternate Choice(s)			Top Choice(s)	Class Name	Alternate Choice(s)		
	Academic Support		Chinese 1B^^	SI	I	VI		Basic FACS**	SI	I	VI
	Math Strategies		Chorus	SI	I	VI		Computer Explorations**	SI	I	VI
	Learning Strategies		Drama Studio	SI	I	VI		Digital Art/Photo I	SI	I	VI
	Reading Strategies		Exploratorium*	SI	I	VI		Digital Art/Photo II^^	SI	I	VI
	ELL		French 8^^	SI	I	VI		Da Vinci	SI	I	VI
	Speech/Language		Latin 1B^^	SI	I	VI		Drama	SI	I	VI
			Orchestra^^	SI	I	VI		Engineering Models	SI	I	VI
			Spanish 8^^	SI	I	VI		Exploring the FACS	SI	I	VI
			Symphonic Band^^	SI	I	VI		Exploratorium*	SI	I	VI
								Fiber Arts	SI	I	VI
								Musical Theater	SI	I	VI
								Speak to be Heard	SI	I	VI
								Video Laboratory	SI	I	VI
								Visual Art	SI	I	VI
								Web Technology**	SI	I	VI
_____ Column A Total Credit		_____ Column B Total "Top Choice" Credit					_____ Column C Total "Top Choice" Credit				
		Alternate Choice Column Key: SI = Somewhat Interested I = Interested VI = Very Interested					Alternate Choice Column Key: SI = Somewhat Interested I = Interested VI = Very Interested				

A + B + C = _____ (must total 3.0 credits)

* Must be approved by the Enrichment Department. Please call 314-854-6454 with questions.

** May not be taken more than once. (If you completed this class in 7th grade you may not take it in 8th grade.)

^^ These classes require a prerequisite. Please see Program of Studies.