



## West Hills Middle School 6<sup>th</sup> Grade Block Classes

### **English Language Arts 6**

The sixth-grade Language Arts program at West Hills provides students with the opportunity to develop a vast array of writing and oral communication skills.

Effective writing skills are taught with an emphasis on knowledge and application of the writing process, which includes the study and implementation of the district's *Six Traits of Writing* program. Writing experiences include reflective and persuasive essays, biographical sketches, book reports and responses to literature.

In addition, sixth graders develop their ability to listen and express their viewpoints by studying the nuances of oral communication. They also gain respect and understanding for the viewpoints of others. Students are assessed using an assortment of tasks that allow them to express their knowledge via tests, projects, extended responses and oral communication.

### **Mathematics 6**

The West Hills Middle School mathematics curriculum follows the State of Michigan Benchmarks. Mathematics in sixth grade at West Hills Middle School focuses on integrating math into our students' daily lives. Students apply their knowledge of mathematics to incorporate problem solving using real-world situations. This will promote higher-level thinking and oral/written communication skills.

Multiple teaching techniques are incorporated into the classroom, including lecture and small group discussions. Students participate in math investigations, math manipulations and simulations. Group and individual activities include the creation of models, diagrams, projects and presentations. Students design and present projects in front of their peers.

Students are exposed to a variety of resources including worksheets, textbooks, overheads, web resources, computer programs (such as Geo Sketch Pad), and presentations. In mathematics, students communicate ideas in a variety of ways. Students will communicate their mathematical understanding in writing in addition to traditional paper and pencil calculation work.

Students are assessed by daily homework, class participation, notebook organization, projects/presentations, tests, and quizzes.

## **Reading 6**

The objective of the sixth-grade reading program at West Hills is to ensure that students recognize the value of reading, read a variety of self-selected materials for information and for pleasure, increase vocabularies, apply comprehension strategies, and read critically and respond orally. Students are instructed with reading works that apply directly to “real life” situations such as *Time for Kids* magazine, newspaper articles, consumer information, and other life skills requiring reading. They are exposed to narrative and expository texts that link their reading and writing to other areas of the curriculum.

In addition, sixth-graders are given an independent reading period each day. Students have book goals each marking period and share books through book talks and other activities throughout the year. Reading assessments in comprehension, vocabulary, critical thinking, and literature are ongoing.

## **Science 6**

The sixth grade science curriculum allows students to develop the knowledge and skills they need to become scientifically literate. Units of study incorporate the State of Michigan Science Benchmarks. Methods of instruction include small and large group work, science labs, textbook reading, lecture and the use of appropriate technology. A variety of learning methods such as note taking, summarizing, organization strategies, mnemonic devices, timelines and group skills are taught and students are encouraged to use strategies that enhance their comprehension.

A variety of learning resources are used and include textbooks, handheld and computer technology, online video resources, field trips and science lab materials. Student learning is assessed both formally and informally on a daily basis. Examples of informal assessment are group discussions and daily class work. Formal assessment methods are quizzes, tests, oral presentations, binder organization checks and long term projects.

## **World Cultures: Western Hemisphere 6**

The sixth grade social studies curriculum introduces students to cultures of the West. Emphasis is placed on the contemporary geography of Europe, Canada, and Latin America. Students study the geography of each of these world regions; explore cultural and natural features that characterize each region; trace the movement of people, ideas, and products within the regions; and discover ways that each can be divided into sub-regions. Historical background is provided to enable students to understand how these regions developed from the past to the present. Differences in governments and economies are examined. The economy of each region and its role in the global economy is explored. Special attention is paid to economic ties with the United States. Students study public issues of global significance in these regions and work to resolve them through analysis, discussion, and writing. Using a variety of media, students compile,

analyze, and present geographic and economic data pertaining to the regions. They also consider what actions they and their country should pursue to promote the well-being of people who live in these regions. Students are assessed through daily homework, projects, essays, oral presentations, tests and participation.

## **6<sup>th</sup> Grade Unified Arts Classes**

### **Band 6 or Orchestra 6**

The Instrumental Music Program at West Hills Middle School is a sequential program that teaches students to play a band or orchestral instrument through the intermediate level. Students are given instruction in the areas of performance, music literacy, listening, analysis, and music history. During this process, students learn to make connections between music of different cultures, and other disciplines.

Each instrument is demonstrated to students. Students learn about the history and technology of the instrument, the care of the instrument, and the fundamentals of playing the instrument. Students learn to read and identify notes and perform them on their instrument. The aim is for students to play with a characteristic tone using correct articulations, phrasing, and dynamics. Instruction is given in rhythmic reading with attention given to understanding of time signatures. Students learn musical terminology, key signature, scales, and ensemble skills. They perform as soloists, and as an ensemble, and in both settings experience the necessary steps to achieve excellence. Students will leave West Hills ready for their high school experience. They will also develop skills to enable them to be life-long learners and lovers of music.

### **Choir 6**

Everyone can sing! Each choir student has the opportunity to explore and develop his or her abilities. Building on the foundation of the elementary music curriculum, emphasis is on fundamental music skills, basic theory, notation, and sight singing, singing on pitch, and singing in parts. Vocal skills and choral ensemble skills are high priorities. Students will develop an appreciation for the arts, gain and refine musical skills, and contribute positively to the musical team.

### **French 6**

Students learn the fundamentals of the French language in this introductory class. They learn essential vocabulary, and acquire listening and speaking skills. Students become familiar with basic grammatical concepts, such as the conjugation of regular verbs. Assessments will include dialogues, written tests, and projects that allow for student creativity and expression. No prior experience with French is necessary. The basic requirements are an open mind and a desire to learn French!

## **Industrial Technology & Design 6**

This exploratory course introduces students to many of the components of Technology Education and safe workshop operation. Students have an opportunity to learn about the areas of Industrial Arts and Technology, as well as related careers. The demonstrations and projects are practical applications for the proper use of tools in the classroom. Students use their creativity within guidelines. Lessons incorporate history and technological advancements. Students participate in self-assessment and group assessments in this area. All work is detailed, challenging, and fun. Every student can succeed in this course.

## **Integrated Arts 6**

This exploratory course introduces students to Visual Art, Family and Consumer Science, and Design Technology from an MYP interdisciplinary standpoint. Students will incorporate many approaches to learning through the development of an educational project using the design cycle. Specific skills and techniques from each subject area will be applied to create a comprehensive product.

## **Introduction to Art 6**

This introductory course focuses on creating works of art with mainly 2-D materials. It introduces the Elements and Principles of Design, which serve as a foundation and carry through all other art courses. Exploration of media may include: drawing and painting, collage, and design. Students have an opportunity to learn about the fine arts and commercial arts as well as related careers. Projects and exercises are intended to serve as outlets for creative self-expression. Historical and cultural aspects, as well as the relevance of other disciplines will be explored through connections made in the MYP program. Students take part in constructive critiques and they reflect upon their creative experiences in brief writing assignments. All work is challenging yet fun. Every student has the opportunity to succeed!

## **Physical Education 6**

All sixth, seventh and eighth grade students participate in the Physical Education Program. Students participate in a variety of team and individual sport experiences. Emphasis is on teamwork, physical development, and social growth. Students learn to respect competition while gaining knowledge and skills of lifelong activities. Students are assessed through national fitness norms, daily participation, effort, and written reflections. Units of study include soccer, ultimate frisbee, cross country running, basketball, pickle ball, volleyball, floor hockey, team handball, badminton, wall climbing, *Presidential Physical Fitness*, writing reflections, kickball, and flag football.

## **Spanish 6**

Throughout this year, students become familiar with Spanish fundamentals through thematic units. They learn to appreciate the diversity among people in Hispanic countries and learn about their cultural practices and traditions. Students learn essential pronunciation and grammar skills through activities, projects and oral presentations. Students play educational games, perform skits, and enjoy watching videos in Spanish. Project assessments include written and oral assessment. A Spanish program highlight includes the production of a fashion show to complement a unit on clothing and colors, and “Feria de Compras”, in which students enjoy an afternoon of shopping in our Mexican Bazaar.

## **Survival Skills 6**

All West Hills students experience the hands on lessons taught in survival skills. Multiple instructional strategies provide students with the opportunity to achieve success and develop life management skills that will benefit them throughout their lives. Specific units include babysitting, designing a multicultural doll, laundry techniques, and healthy eating through food group analysis. Students make connections to the outside world through career exploration.

## West Hills Middle School 7<sup>th</sup> Grade Block Classes

### **English Language Arts 7**

The seventh-grade English- Language Arts curriculum expands the development of literacy through each of the areas of Language Arts. It serves as a continuation of the knowledge gathered in sixth grade and as a bridge to what students will learn in eighth grade. A variety of learning strategies will be taught that can be applied to gaining knowledge in all subject areas. Where appropriate, the Language Arts are linked to the content of the seventh grade Eastern World Social Studies curriculum. Students will be introduced to a plethora of informational and narrative texts. They will write personal essays, autobiographies, poetry, and a research report. Journal entries, designed to answer specific questions, will help students gain a better feel for the writing process. In addition, the class will continue to focus on problem and solution, cause and effect, and sequence. Seventh graders develop their ability to listen, speak, and view by delivering oral presentations. Through the use of contemporary and classic literature and other texts (e.g. essays, magazines, newspapers, etc.) from our common culture and other cultures around the world, seventh graders explore a variety of topics in the units of study.

### **Directed Studies 7**

Directed Studies in 7<sup>th</sup> grade is the fifth block class. This course focuses on reinforcement and enrichment based on the 7<sup>th</sup> grade Benchmarks and Grade Level Content Expectations. Technology and Career Education are also a key component in Directed Studies. Students participate in small and large group discussions on a daily basis. Independent, team, and cooperative learning take place everyday. The materials for this course involve various software programs, textbooks, and supplemental materials. Students' achievement is measured through reflection writing, assessments, projects, and presentations.

### **Mathematics 7**

The West Hills Middle School mathematics curriculum follows the State of Michigan Benchmarks. Mathematics in seventh grade at West Hills Middle School will focus on integrating math into our students' daily lives. Students will apply their knowledge of mathematics to incorporate problem solving using real-world situations. This will promote higher-level thinking and oral/written communication skills.

Multiple teaching techniques will be incorporated into the classroom, including lecture and small group discussions. Students will participate in math investigations, math

manipulations and simulations. Group and individual activities will include the creation of models, diagrams, projects and power point presentations. Students will design and present projects in front of their peers.

Students will be exposed to a variety of resources including worksheets, textbooks, overheads, web resources, computer programs (such as spreadsheets), and presentations. In mathematics, students will be communicating ideas in a variety of ways. Besides traditional paper and pencil work, students will need to communicate understanding by writing.

## **Science 7**

The West Hills Middle School science curriculum follows the State of Michigan Benchmarks. Science in seventh grade at West Hills Middle School focuses on integrating science into our students' daily lives. They investigate the human body and topics related to physical and earth science. Students begin to identify the interrelationships between the biological and physical worlds in which they inhabit.

Multiple teaching techniques are incorporated into the classroom. Students participate in labs and projects. There are lecture and teacher directed discussions. Group and individual activities include the creation of models, diagrams, power point presentations, song writing, and skits. Students are expected to present some of their projects in front of their peers. There are papers and a major research paper on a science-related topic. To enhance the program, there are field trips, guest speakers, videos, Internet research, and textbooks.

Methods of assessment include: written tests and quizzes, homework, labs, projects, and oral presentations.

## **World Cultures: Eastern Hemisphere 7**

The seventh grade social studies curriculum introduces students to cultures of the East, with emphasis on the contemporary geography of Africa, Asia, the Middle East, and Oceania. Through the study of geography students learn the locations of significant places in each of these world regions; explore cultural and natural features that characterize each region; trace movement of people, ideas, and products within the regions; and discover ways that regions can be divided into sub-regions. Historical background is provided to enable students to understand how a region developed from the past to the present. Differences in governments and economies are examined. The economy of each region and its role in the global economy is explored with special attention paid to economic ties with the United States. Students examine public issues of global significance in these regions and work to resolve them through study, discussion, and writing. Using a variety of media, students compile, analyze, and present geographic and economic data pertaining to the regions. They also consider what actions they and their country should pursue to promote the well-being of people who live in these regions.

In addition to using media, teachers will use a variety of teaching and learning methods to produce a climate where students can discover and excel however they learn best. Assessments will include daily notes, journal writing, study of current events, written reports, presentations, role-playing, hands-on projects and traditional quizzes and tests.

## **Language B**

### **French 101**

French 101 is an introductory course. Students learn the fundamentals of the French language, essential vocabulary, and acquire listening and speaking skills. Students become familiar with basic grammatical concepts, such as the conjugation of regular verbs. Assessments will include dialogues, written tests, and projects that allow for student creativity and expression. No prior experience with French is necessary. The basic requirements are an open mind and a desire to learn French!

### **Spanish**

All students participate in this whole language learning experience using the text “Expresate” and its supplementary materials. Students become acquainted with Spanish grammar and vocabulary skills. They also gain abundant knowledge of the diverse cultures found in the Spanish-speaking world. Students learn interesting facts about family roles, dining habits, holiday celebrations and social mores as they learn to successfully communicate in Spanish. Skit presentations, educational games, videos in Spanish, written quizzes and unique projects create a successful program. This class promotes an appreciation of cultural differences and similarities.

## **Unified Arts Classes**

### **Band or Orchestra**

The Instrumental Music Program at West Hills Middle School is a sequential program that teaches students to play a band or orchestral instrument through the intermediate level. Students are given instruction in the areas of performance, music literacy, listening, analysis, and music history. During this process, students learn to make connections between music of different cultures, and other disciplines.

Each instrument is demonstrated to students. Students learn about the history and technology of the instrument, the care of the instrument, and the fundamentals of playing the instrument. Students learn to read and identify notes and perform them on their instrument. The aim is for students to play with a characteristic tone using correct articulations, phrasing, and dynamics. Instruction is given in rhythmic reading with attention given to understanding of time signatures. Students learn musical terminology,

key signature, scales, and ensemble skills. They perform as soloists, and as an ensemble, and in both settings experience the necessary steps to achieve excellence. Students will leave West Hills ready for their high school experience. They will also develop skills to enable them to be life-long learners and lovers of music.

## **Choir**

Everyone can sing! Each choir student has the opportunity to explore and develop his or her abilities. Building on the foundation of the elementary music curriculum, emphasis is on fundamental music skills, basic theory, notation, and sight singing, singing on pitch, and singing in parts. Vocal skills and choral ensemble skills are high priorities. Students will develop an appreciation for the arts, gain and refine musical skills, and contribute positively to the musical team.

## **Drama**

This is not your typical Drama class, as the focus of this one-semester class is the dramatic portrayal of a sensational criminal trial. Students are introduced to courtroom drama as they amass an abundance of information on courtroom procedure and due process of law. After becoming familiar with important courtroom vocabulary, listening to professionals share their exciting experiences, and acquiring information about the numerous career opportunities available, the students have the opportunity to visit the Oakland County Courthouse to view actual criminal trials. The content of this class transcends beautifully into other disciplines as we explore what our rights and responsibilities are as part of a democratic judicial system. As we create our personalized scripts and assume the roles of the various figures in a famous trial, a criminal case from the past comes to life on the West Hills stage.

## **Industrial Arts / Technology**

Students expand their creativity and work more independently building upon their technology skills from the introductory course. They learn to choose the appropriate tools and materials for their work. Students make choices regarding independent research on a given topic. They use various techniques to make their projects. Part of their understanding is that they may make the same product using alternative techniques. Course goals include students gaining confidence in using a variety of tools, working in groups, problem solving, and developing safe work habits. Students take part in group assessments as well as self-assessments. All work is detailed and enjoyable. This course encourages all students to succeed.

## **Introduction to Art**

This course is a continuation of the introductory art class. Emphasis is on drawing and painting. Projects may include collage, printmaking and digital graphic design as time permits. Students have an opportunity to learn about the fine arts and commercial arts as well as related careers. Projects and exercises are intended to serve as outlets for creative

self-expression. Historical and cultural aspects, as well as the relevance of other disciplines are explored through connections made in the MYP program. Students take part in constructive critiques. They also reflect upon their creative experiences in brief writing assignments. All work is challenging yet fun. Every student has the opportunity to succeed!

### **Life Skills**

Life Skills builds upon the skills exposure given to all 6th graders in Survival Skills. Well-planned tasks require students to define, locate, select, organize, present and evaluate information. Concentration is on individual creativity and the impact on society. Students learn to recognize the extent of technology in their surroundings and in the world. Content includes food preparation, nutrition, consumerism, decision-making, communication, as well as technology and design in clothing construction project.

### **Physical Education**

All sixth, seventh and eighth grade students participate in the Physical Education Program. Students participate in a variety of team and individual sports experiences. Emphasis is on teamwork, physical development, and social growth. Students learn to respect competition while gaining knowledge and skills of lifelong activities. Students are assessed through national fitness norms, daily participation, effort, and written reflections. Units of Study include soccer, ultimate frisbee, cross country running, basketball, pickle ball, volleyball, floor hockey, team handball, badminton, wallClimbing, kickball, and flag football, writing reflections, and Presidential Physical Fitness.

## West Hills Middle School 8<sup>th</sup> Grade Block Classes

### American Studies 8

This course introduces students to the history of the United States from the ratification of the Constitution to the beginning of the twentieth century. The course is divided chronologically into eras. Students learn to place major events on a timeline and to analyze their causes and effects. Using primary and secondary sources, they explore time and place in nineteenth century America. They compare conflicting accounts of the past and, both orally and in writing, express informed judgments about significant events that shaped the nation. Using a variety of media, they compile, analyze, and present historical data. Within their historical study of nineteenth century America, students deepen their understanding of major geographical themes and basic economic concepts. They also build their understanding of American government from in-depth study of the United States Constitution and the evolution of the government it created during its first century. Students are assessed through daily homework, projects, essays, oral presentations, tests, and participation.

### Algebra I

Algebra I\* is the 9<sup>th</sup> grade high school math class. This course follows the State of Michigan High School Content Expectations (HSCE). It is a rigorous study of Algebraic concepts including the study of linear, exponential, quadratic relationships, inequalities, and systems of linear equations. A heavy focus is placed on investigating the characteristics of tables, graphs and equations. In this course the student will study the four basic operations using real numbers, solutions of first and second-degree equations, solutions of linear systems, simplification of expressions involving exponents and radicals, algebraic fraction, and application of these skills to the solution of verbal problems.

*\*Seventh grade teacher recommendation is required for this class.*

### Directed Studies 8

This class is designed to provide a foundation for 8th grade students to make healthy decisions now and in the future. Through the study of Health, Technology, Careers, and Communications, students will have the tools needed to carry them on to high school. A variety of teaching and learning methods will be used including, cooperative groups, reflective writing, content reading, lab work, speeches, and guest speakers. A variety of supplemental materials will be used in order to allow students of all learning types a chance to master the subject area.

Student work includes homework, oral presentations, written reflection, persuasive essays, as well as skill demonstration.

## **English Language Arts 8**

The eighth grade language art emphasizes the acquisition and refining of skills necessary for students to express their ideas effectively. This is particularly important since 8th grade is the final step in the preparation of students for high school and their lives as young adults. Students are also encouraged to find meaning and value in the words of others. Participation in this class allows students to see the power of language, as well as its importance in the rapidly growing means by which we communicate. A variety of instructional methods are used, including but not limited to various textbooks and articles, homogeneous gender/ability/interests groupings, class speakers, overhead presentations, traditional homework, lectures, text reading, group discussions, peer conferencing and teaching, student-centered inquiry, journaling, self-reflection, and debates. Among the methods of assessment are performing skits, traditional essay and objective tests, class discussions, essay writing, journals, daily homework, and projects.

## **Mathematics 8**

Math 8 is the regular eighth grade Mathematics course. A majority of eighth grade students select this Math course. This course follows the State of Michigan Grade Level Content Expectations (GLCE). It is mostly Algebra concepts including a substantial introduction to linear, exponential, and quadratic relationships. Investigations are used to investigate the characteristics of tables, graphs and equations. The Pythagorean theorem, exponent rules, and solving equations are also covered.

## **Science 8**

The 8th grade science curriculum provides many opportunities for students to apply science to their everyday world. Michigan Science Benchmarks direct the topics of study, and student-conducted experiments serve as the basis for learning. The scientific method is embedded throughout each unit as students gain practice in observing, measuring and communicating their findings. Problem solving, group decision-making, making inferences and drawing conclusions are among the cognitive skills that are practiced during each activity or lab. Cooperation, innovation, and responsible risk-taking are among the social skills that are also practiced during each activity.

A variety of materials are used to help students construct and reflect upon their learning. These resources include lab equipment, online videos and information services, teacher-generated materials, textbooks, class discussions, and outside resource people. Students are assessed informally through labs, discussions, and group work. They are assessed formally through journals, tests and quizzes, daily individual assignments, and long-term projects.

## **Language B**

### **French 102**

This course is a continuation of French 101 and meets every day. Students will expand their thematic vocabulary, and practice their listening and speaking skills. They will build upon their basic grammatical concepts, such as adjective agreement and the conjugation of irregular verbs. Assessments include written tests, dialogues, and projects. MYP units explore the Areas of Interaction with a focus on cultural influences. Students read and perform a short play during a final unit of study.

### **Spanish 8**

Spanish at the eighth grade level reinforces all the necessary tools for effective communication. Students learn more advanced language learning skills. They become increasingly more aware of how language is created and how languages affect each other. Students add to their knowledge of Hispanic culture, customs and traditions using the text **Exprésate** and its supplementary materials. They learn how the contributions of famous Hispanics have helped to shape our society, through art, music, politics, education and sports. One highlight of this year's Spanish study is a luncheon at a Spanish restaurant, including a salsa and flamenco lesson.

## **Unified Arts Classes**

### **Art 8**

This is an advanced art course with an exploration of different materials, both 2-D and 3-D. There is a focus on drawing, painting, collage, digital manipulation and mixed media. Experimentation and extended-length assignments are emphasized. Projects and exercises are intended to serve as outlets for creative self-expression. Historical and cultural aspects, as well as the relevance of other disciplines are explored through connections made in the MYP program. Students take part in constructive critiques. They also reflect upon their creative experiences in brief writing assignments. All work is challenging yet fun. Every student has the opportunity to succeed!

### **Band 8 or Orchestra 8**

The Instrumental Music Program at West Hills Middle School is a sequential program designed to teach the student to play a band or orchestral instrument through the intermediate level. Students are given instruction in the areas of performance, music literacy, listening, analysis, and music history. During this process, students will learn to make connections between music of different cultures, and other disciplines.

Each instrument is demonstrated to students. Instruction is given in the history and technology of the instrument, the care of the instrument, and the fundamentals of playing

the instrument. Students learn to read and identify notes and perform them on their instrument. The aim is for students to play with a characteristic tone using correct articulations, phrasing, and dynamics. Instruction is given in rhythmic reading with attention given to understanding of time signatures. Instruction is given for students to understand musical terminology, key signature, scales, and ensemble skills. Students perform as soloists, and as an ensemble, and in both settings experience the necessary steps to achieve excellence. They will leave West Hills ready for their high school experience, as the skills to enable them to be life-long learners and lovers of music.

## **Ceramics & Sculpture 8**

This course focuses on creating 3-D works of art. There is an emphasis on ceramics, but projects may also include sculpture, jewelry/metals, model building and mosaic as time permits. Students have an opportunity to learn about all three clay hand-building techniques: pinch, coil, and slab construction. Students learn about related careers. Projects and exercises are intended to serve as outlets for creative self-expression. Historical and cultural aspects, as well as the relevance of other disciplines are explored through connections made in the MYP program. Students take part in constructive critiques. They also reflect upon their creative experiences in brief writing assignments. All work is challenging yet fun. Every student has the opportunity to succeed!

## **Choir 8**

Everyone can sing! Each choir student has the opportunity to explore and develop his or her abilities. Building on the foundation of the elementary music curriculum, emphasis is on fundamental music skills, basic theory, notation, and sight singing, singing on pitch, and singing in parts. Vocal skills and choral ensemble skills are high priorities. Students will develop an appreciation for the arts, gain and refine musical skills, and contribute positively to the musical team.

## **Drama I - 8**

Students gain confidence with the exposure of performing in class. Their skills in front of an audience expand in acting, pantomime, movement, and memorization. Script writing and directing are explored. Students learn stage terminology and stage directions. They memorize and perform roles. Students may be able to earn the opportunity to perform in a play.

## **Drawing & Painting 8**

This course focuses on drawing, painting and mixed media. Extended-length assignments are emphasized. Projects and exercises are intended to serve as outlets for creative self-expression. Historical and cultural aspects, as well as the relevance of other disciplines are explored through connections made in the MYP program. Students take part in constructive critiques. They reflect upon their creative experiences in brief writing

assignments. All work is challenging yet fun. Every student has the opportunity to succeed!

## **Multimedia 8**

This course focuses mainly on creating works of art digitally. There is an emphasis on digital photography and photo manipulation using computer software, as well as mixed media as time permits. This course focuses heavily on careers in the commercial arts. Projects and exercises are intended to serve as outlets for creative self-expression. Historical and cultural aspects, as well as the relevance of other disciplines are explored through connections made in the MYP program. Students take part in constructive critiques. They reflect upon their creative experiences in brief writing assignments. All work is challenging yet fun. Every student has the opportunity to succeed!

## **Music Drama Theatre 8**

This workshop type course explores the art form of the American Musical. Students study how the Musical reflects the culture of America. They make historical connections between the time period of the musical and the performance on stage. They also make production decisions based on their study of characters and storyline. Students use the vehicle of the musical production to build relationships and learn to respect others. As the semester progresses, each student is involved in singing, acting and dancing as a part of the final production. This is a fantastic class for the 8<sup>th</sup> graders before they move on to high school.

## **Intro Architectural Drafting 8**

Students learn basic drafting processes and techniques in this course. They learn to use drafting instruments and equipment to make mechanical and basic architectural drawings on paper. Learning to draw is an important aspect of this course. Students create precision drawings, and learn about practical applications in the areas of construction and residential building. All projects are challenging, enjoyable, and all students have the ability to excel.

## **Industrial Technology 8**

In this course students expand their creativity and work more independently, using the technology skills they develop in the introductory courses. They learn to choose appropriate tools and materials for their work. Students make choices through independent research on a topic. Students learn to recognize different methods of making the same product and how to apply the appropriate materials and techniques. Students develop proficiency in machine use, shop practices and safety. By the end of the course, students gain confidence and work safely using a variety of tools. They work in groups, problem solve, participate in group assessments as well as self-assessments. All work is detailed and enjoyable. This course allows all students to succeed.

## **Woodworking 8**

Students expand their creativity, work independently and use the technology and woodworking skills they acquired from the introductory courses. They learn to choose appropriate tools and materials for their work. Students make choices regarding independent projects, including planning and layout. They learn to recognize different methods of making the same product and how to select the appropriate techniques including finishing methods. By the end of the course, students gain confidence and work safely using a variety of tools. They work in groups, problem solve, participate in group assessments as well as self-assessments. All work is detailed, yet enjoyable. This course allows all students to succeed.

## **Nutrition and Foods 8**

Nutrition and Foods promotes the physical, social, emotional, and intellectual development of students. Students work on many interdisciplinary units linking practical learning skills to the world around them. Units include safety/sanitation, foreign foods, cake decorating, nutrition and food evaluations and hands-on practical lab experiences. The final project consists of a breakfast planned by students for their parents. Students investigate, plan, and evaluate a community service project. All students make lifelong learning connections and participate in various career exploration experiences.

## **Contemporary Clothing 8**

Emphasis is on selection, purchase, use, and care through clothing construction that meets individual needs and interests. Students develop practical skills through the creation of various projects. The course encourages awareness of the impact of technology on society and the environment. Fashion design and career development are incorporated.

## **Physical Education 8**

All sixth, seventh and eighth grade students participate in the Physical Education Program. Students participate in a variety of team and individual sports experiences. Emphasis is on teamwork, physical development, and social growth. Students learn to respect competition while gaining knowledge and skills of lifelong activities. Students are assessed through national fitness norms, daily participation, effort, and written reflections. Units of Study include Soccer, Ultimate Frisbee, Cross Country Running, Basketball, Pickle ball, Volleyball, Floor Hockey, Team Handball, Badminton, Wall Climbing, Presidential Physical Fitness, Writing Reflections, Kickball, and Flag Football