

**2013-2014  
Middle School  
Course  
Selection  
Guide**



**CAB  
CALLOWAY  
SCHOOL  
of the ARTS**

*Advancing Education by Integrating  
Academics and the Arts*

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## **CAB CALLOWAY SCHOOL OF THE ARTS**

### **ADMINISTRATION**

Ms. Julie A. Rumschlag, Dean CCSA  
Dr. Joe C. Hocking, Assistant Dean CCSA  
Dr. Will Robinson, Assistant Dean CCSA

### **RED CLAY ADMINISTRATION**

Dr. Mervin B. Daugherty, Superintendent  
Mr. Sam Golder, Director of School Operations

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Joan Warburton-Phibbs  
Lucinda Williams

# **Cab Calloway School of the Arts**

## **Mission Statement**

### **MISSION STATEMENT:**

Cab Calloway School of the Arts invites students who demonstrate artistic interest and potential to engage in a rigorous curriculum where arts and academics combine to cultivate the development of independent investigation, critical and creative thinking, and the innovative application of acquired skills. Our graduates will demonstrate a mastery of defined skills that will enable them to be productive, self-directed, lifelong learners, who appreciate and respect diversity.

### **Cab Calloway School of the Arts' 12 Beliefs**

1. Arts and academics have equal value.
2. Arts are integral to education.
3. Through expressional learning and the act of creating, students develop self-esteem and self-confidence.
4. An education in the arts develops the student as a whole person; academically, emotionally, physically, intellectually and socially.
5. Passion of learning originates from a passion for teaching.
6. Innovation is fundamental to teaching and learning.
7. All children have a right to an education that recognizes different learning styles.
8. Educational success is the shared responsibility of the student, the family, the school and the community.
9. All members of the school community have the right to a safe learning environment.
10. Technology allows education to become a more global experience.
11. Risk-taking and a willingness to change are necessary for continuous improvement.
12. Arts lead to a more balanced and innovative learner and citizen.

### **Nondiscrimination and Section 504 Notice**

All parties, procedures, and policies of the Red Clay Consolidated School District shall clearly exemplify that there is no discrimination in the recruitment, employment, and subsequent placement, training, promotion, compensation, tenure, and all other terms and conditions of employment over which the Red Clay Consolidated School District Board of Education shall have jurisdiction, or in the educational programs and activities of students on the basis of race, creed, color, religion, national origin, age, sex, sexual orientation, domicile, marital status, handicap, genetic information, veteran status, or any legally protected characteristic. Inquiries into compliance for Title IX or Section 504 are to be directed to Debra Davenport, Human Resources Development, RCCSD, 1502 Spruce Ave, Wilmington, DE 19805.

## **COURSE SELECTION GUIDE**

These course selection materials are designed to assist students and their parents in selecting courses for the next school year. The information should be read carefully and students should engage in dialogue about required and elective courses with parents, teachers and counselors. One should keep in mind his/her past academic record, interests and career goals as these important decisions are made.

Careful consideration should be given when selecting alternate courses and the order in which they are listed. Alternate courses will be considered if conflicts develop, but will not replace required courses.

## **C U R R I C U L U M**

1. The program is designed to serve the intellectual, artistic and emotional needs of young people from diverse backgrounds who have a strong commitment to the arts.
2. The program integrates a challenging academic program with intensive training at the highest level in the creative, visual and performing arts.
3. Academic and arts curriculum are integrated in ways that improve skills while developing aesthetic awareness in a creative interdisciplinary setting.
4. In every aspect of the curriculum, the school emphasizes self-awareness, self-discipline, and personal motivation. As a result of their experiences, students learn how to think independently and take responsibility for their lives.
5. The program prepares students for the finest colleges, conservatories and art schools. Some students go directly into dance companies, technical theater, communications, graphics, and/or other career fields.

## **Red Clay Consolidated School District Guidelines for Choice Termination**

### **Choice Termination for Out of District Students**

Out of district students may have their choice enrollment terminated for failure to meet the district standards for attendance, academic performance or behavior. No student will be terminated without written documentation that the parent had received timely notice that the child's choice enrollment was in danger of being terminated. The notice must contain a detailed explanation of the unsatisfactory behavior, and that failure to address the situation would result in a recommendation for choice termination.

The following standards have been established for attendance, academics and behavior. Once a child has failed to meet the standard in one or more of the areas, they are eligible for choice termination. Choice termination is not mandated for all children who fail to meet the standard. The principal has the discretion to consider other factors (such as improved performance, successful interventions, etc.) when considering choice terminations. A principal may decide not to terminate a child if she/he feels it is in the best interest of the child to remain in the current school.

**Attendance:** A student is eligible for choice termination if he/she has at least 10 days unexcused absences or 10 days unexcused tardies. A student is also eligible for choice termination if he/she has 25 or more absences or tardies, excused or unexcused. A visiting teacher referral must be initiated when a student has reached 10 days unexcused absences. A VT referral for 10 days tardy is not required.

**Academic Performance:** A student is eligible for choice termination if he/she fails to meet the district or state criteria for promotion to the next grade.

**Behavior:** A student is eligible for choice termination if he/she has at least three out-of-school suspensions, a combination of at least five in or out-of-school suspensions or one or more serious violations of the code of conduct. Serious violations are considered to be actions that jeopardize the safety of students or staff.

### **Choice Terminations for In-District Students.**

In-district students may have their choice enrollment terminated for failure to meet the district standards for attendance and/or behavior. An in-district student is not eligible for choice termination based only on academic performance.

In-district students will be judged by the same standards as out-of-district students for attendance and behavior. The procedures outlined above are applicable for in-district students.

### **Choice Termination Referral Process**

The above recommendations provide a standard to determine a student's eligibility for choice termination. The choice termination referral process will not be affected by the recommendations of this committee.

The Choice Office and the managers of Secondary and Elementary Education will continue to provide principals with Choice Termination timelines, procedures and appropriate referral and notification forms.

# **CAB CALLOWAY SCHOOL OF THE ARTS**

## **GUIDANCE DEPARTMENT**

The assistance given by the Guidance Department is vital to the development of the student's positive self-concept. Guidance counseling is a service provided for all students. It is ongoing and available at any time upon request. These services include assistance with educational planning, occupational and career information, test interpretation and academic and personal counseling. The counselors' work very closely with faculty, parents and community agencies.

It is strongly recommended that parents and students pay close attention to course selection in both the required and elective areas. Courses should be selected to prepare the student for study or training beyond high school or for preparation to enter the work world upon graduation.

If, at any time during the course selection process, students and/or parents wish to meet with the counselor, they need only to call 651-2705 or 651-2700 for assistance.

### **Guidance Counselors**

Mrs. Kimberly Rigby – Grades 10 - 12 - [Kimberly.Rigby@redclay.k12.de.us](mailto:Kimberly.Rigby@redclay.k12.de.us)

Dr. Julianne Tankersley – Grade 9 – [Julianne.Tankersley@redclay.k12.de.us](mailto:Julianne.Tankersley@redclay.k12.de.us)

Mrs. Dale McKenzie – Grades 6 - 8 – [Dale.McKenzie@redclay.k12.de.us](mailto:Dale.McKenzie@redclay.k12.de.us)

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- ARTS
- COMPUTER EDUCATION
- ENGLISH
- MATH
- PHYSICAL EDUCATION AND HEALTH
- SCIENCE
- SOCIAL STUDIES
- WORLD LANGUAGE



# COMMUNICATION ARTS

## **Communication Arts**

**Open to 6<sup>th</sup> – 8<sup>th</sup> Grade**

Students will develop the ability to create and synthesize new ideas within the context of creative writing, oratory, photography, cinematography, and other technologies. Use of the Internet is crucial to the nature of this course of study as students will be designing their own websites and using the Internet as a resource for study and source materials. Also, photography units will require materials such as camera, film, development and presentation materials such as mattes/frames and/or poster board. Digital photography will be explored. Students will use most aspects of Microsoft Office and Creative Suite. They will integrate them into the processes of problem solving projects throughout the year.

## **Animation and Cinema – Elective**

**Open to 7<sup>th</sup> & 8<sup>th</sup> Grade**

Students will explore many aspects of film making and animation. This will include creating stop motion shorts as well as computer generated animation. There is also a whole class project to film an existing script as a screenplay.

## **Journalism and Print Media – Elective**

**Open to 7<sup>th</sup> & 8<sup>th</sup> Grade**

Students will focus on print media in this project driven class utilizing advanced methods based on 8<sup>th</sup> grade Comm. Arts skills. Programs, posters, publicity, and journalism will all be covered in this class.

## **Business Professionals of America – Elective**

**Open to 6<sup>th</sup> – 8<sup>th</sup> Grade**

Students are encouraged to use critical thinking to learn entrepreneurial skills that support positive attitudes as they explore and enhance their career aspirations. Students will also learn technology based life-skills that will transition into the professional world. These lessons include keyboarding, document formatting, and oral presentations skills. **This course does not guarantee students a spot on the Business Professionals of America afterschool team nor is it a requirement for the afterschool club. Sixth grader can take this course but are not eligible for the BPA club.**

## **Communication Arts for Non-majors – Elective Open to 6<sup>th</sup> Grade only**

Students will develop the ability to create and synthesize new ideas within the context of creative writing, oratory, photography, cinematography, and other technologies. Use of the Internet is crucial to the nature of this course of study as students will be designing their own websites and using the Internet as a resource for study and source materials. Also, photography units may require materials such as camera, film, development and presentation materials such as mattes/frames and/or poster board. Digital photography will be explored. Students will use most aspects of Microsoft Office and start exploring Adobe Creative Suite 5. They will integrate them into the processes of problem solving projects throughout the year. This course provides an opportunity for Non-Communication Arts Majors and is an Introduction to Digital Media, Creative Writing, and our Mac Lab. Units will cover Story Creation and how elements of a story can correspond to elements in other arts including Poetry, Drama, Photography, Animation and Graphic Novels.

# DANCE

## **Middle School Dance -- Elective**

This class will explore dances from around the globe and through-out history. The class will culminate with an evening of celebration of multicultural dance, food, and fun! Students will learn a variety of dance styles of American Musical Theater (tap, jazz, modern and ballroom). Each student will have the opportunity to participate in an audition to gain experience using skills necessary for a successful dance audition. Students will also learn about the precursors to musical theatre including: Minstrel show, Burlesque, Operetta, Extravaganza, and Vaudeville. Dance numbers from a variety of musicals from Singin' in the Rain to Chorus Line to Mama Mia will be taught and explored. This is a performance oriented class.

## **Dance Composition and Choreography – Elective                      Open to 8<sup>th</sup> Grade only**

This course is for dancers who wish to express their artistic voices through dance choreography. The objective of this course will be to develop dancer's ability to create meaningful choreographic work through solos, duets, trios, quartets and ensemble pieces, Students will be exposed to a variety of sources, elements, and processes from which they will develop their own creative potential.

## **Ballet Technique – Elective    Open to 7<sup>th</sup> & 8<sup>th</sup> Grade**

In this course, students will learn and perform barre and center exercises of classical ballet technique with a strong emphasis on placement, alignment, coordination, and movement quality. Students will learn vocabulary, have an understanding of how the body properly works, and be able to perform movement sequences and combinations with correct technique and presentation. **This course is only open to dance majors.**

# **THEATRE**

## **Theatre Production – Elective**

**Open to 7<sup>th</sup> & 8<sup>th</sup> Grade**

Students involved in this class will work towards a production. This class is in lieu of the after school play rehearsal. All students involved in theatre production will take an active role in the play but are not guaranteed an acting role. The class will also have 5-10 High School Directing students who will do the majority of the direction for the plays that are produced.

## **6<sup>th</sup> Grade Theatre Major**

6th grade theatre provides students with the opportunity to grow creatively. They will explore many different aspects of theatre as they develop their stage presence and become more confident as performers. Students will begin the year by focusing on teamwork, group performance and audience etiquette. They will then continue to develop their acting skills by working on improvisation, pantomime, monologues, scenes and character analysis. Every student will also learn basic theatre vocabulary including stage directions and acting terminology. At the end of the school year, the 6th grade theatre major class will perform an evening of one act plays in the black box theatre.

## **7<sup>th</sup> Grade Theatre Major**

Middle school drama provides a unique opportunity for students to learn self-awareness and develop self-confidence. Students are coached in the correct use of voice, body movement, and gesture to produce the sights and sounds of theatre. Students, in keeping with Delaware State Standards, write, direct and act in their own productions throughout the school year, giving each student training in a variety of experiences. Students gain experience with live performances in a myriad of musical and dramatic productions produced on campus. Students also have the opportunity to show their talents during Studio Workshops, which are scheduled each quarter as a more informal exhibit of the varied talents students possess.

## **8<sup>th</sup> Grade Theatre Major**

8th Grade Drama provides many unique opportunities for students to develop their stage presence and confidence. Students will begin the year by focusing on teamwork, improvisation, pantomime and audience etiquette. They will then continue to develop their acting skills by working on monologues, scenes and character analysis. Improving their theatre vocabulary and learning about the many aspects of producing a theatre production are other important aspects of the class. Every student will also write a one-act play during the first half of the year and perform in a one-act play during the second half of the year. Each student should leave the 8th drama program as a well-rounded theatre student.

# **INSTRUMENTAL MUSIC**

## **6<sup>th</sup> - 8<sup>th</sup> Grade Instrumental Music Majors**

Students will focus on individual achievement and development during class time and group dynamics in extra-curricular bands and ensembles. All students who major or minor in instrumental music are required to be in one or more of the three extra-curricular bands that are offered. The band rehearses both during the school day and after school. Students must have at least one year of instrumental experience and must be proficient at reading music before being accepted into this program.

### **The Concert Band – Elective**

**Open to 6<sup>th</sup> – 8<sup>th</sup> Grade**

Concert band is open to all middle school students who have previous playing experience and training and desire experience participating in a large ensemble. This does not include Strings Instruments.

### **The Symphonic Band – Elective**

**Open to 6<sup>th</sup> – 8<sup>th</sup> Grade**

Symphonic band is an advanced band comprised of selected instrumental musicians. This does not include Strings Instruments.

### **Musical Composition – Elective**

**Open to 6<sup>th</sup> – 8<sup>th</sup> Grade**

This course will survey a range of approaches to music composition. The goal of this course is to help you along the path of finding your own voice as a composer or performer through engaging you with diverse questions and examples. This course is a beginning composition course open to any middle school musician in school.

### **Middle School Strings for non-majors – Elective Open to 6<sup>th</sup> – 8<sup>th</sup> Grade**

This course is open to any student who wants to learn a second strings instrument such as the violin, viola, cello or bass. As well as, students that already know how to play the instrument of choice. This could be fun and enriching experience!

### **Middle School Piano for non-majors -- Elective Open to 6<sup>th</sup> – 8<sup>th</sup> Grade**

This class is ideal for students who are currently taking piano lessons with an outside instructor. They will work on the repertoire of the current outside instructor during class time, as well as assigned pieces. They will also perform their pieces for each other in class and receive feedback from both their peers and teachers. Brand new pianists may take the class as an exploratory art. There is limited seating, and independent work is encouraged.

### **Middle School Piano Major**

**Open to 6<sup>th</sup> – 8<sup>th</sup> Grade**

Middle school piano majors explore the development of their piano skills from their impressive audition in 6<sup>th</sup> grade, through the development of solo repertoire, in a studio format with other musicians, with opportunities to develop ensemble musician skills and collaborate. They are invited to perform and to compose. They are encouraged to continue private study with an outside instructor in addition to joining the membership of the CCSA Piano Studio.

## **Middle School Strings**

## **Open to 6<sup>th</sup> – 8<sup>th</sup> Grade**

Classes are offered for violin, viola, cello and bass at the intermediate and advanced levels. Students work on a repertoire of music focusing on reading skills, rhythm, intonation, sound production, and ensemble playing and perform three times a year. Students also focus on music theory, composition, music history, and chamber music. Students are encouraged to join one of the afterschool orchestras:

Cab Calloway Middle School Orchestra - grades 6-8 - meets Tuesday nights 6-7 PM at Cab and is for any intermediate or advanced student

Cab Calloway Chamber Orchestra - grades 6-12 - meets Friday afternoon 2:50-4:20 PM at Cab and is by audition only for the very advanced student

Both orchestras perform two times a year and compete in competitions throughout the United States.

# VISUAL ARTS

## **6<sup>th</sup> Grade Visual Arts Major**

Through a variety of tools, techniques and processes, students will learn to better understand the interplay of different mediums, styles and design principle in the creation of their own artwork. Learning is structured around primary concepts. One of these concepts is visual literacy, the ability to observe and interpret an awareness and appreciation of design. Students will learn to communicate conceptual ideas through use of a visual, symbolic language. Students will achieve the goal of attaining visual literacy through immersion by participation in self and peer critiques and intense research of specific artists of their choices.

Students will explore a variety of experiences with mediums that will include the following: drawing, painting, ceramics, printmaking, sculpture and fiber art.

Historical references will be related to the works in progress. Career opportunities will be explored in the field of art. Students will learn about career opportunities through discovery and investigation. Supply of materials and visiting artists will aid and support this learning. Learning about real people will enable the students to make real life connections and thus provide validity of the subject matter.

## **7<sup>th</sup> Grade Visual Arts Major**

Building on knowledge and skills acquired in grade 6 Visual Arts, students will continue exploring processes and techniques, and communicating conceptual ideas through use of a visual, symbolic language in works they create. The goal for the students is proficiency of visual literacy by participation in self and peer critiques and intense research of specific artists of their choices.

Students will explore a variety of experiences with mediums that will include the following: drawing, painting, ceramics, printmaking, sculpture and fiber art.

Historical references will be related to the works in progress. Career opportunities will be explored in the field of art. Students will learn about career opportunities through discovery and investigation. Supply of materials and visiting artists will aid and support this learning. Learning about real people will enable the students to make real life connections and thus provide validity of the subject matter.

## **8<sup>th</sup> Grade Visual Arts Major**

Through a variety of tools, techniques and processes, students will learn to better understand the interplay of different mediums, styles and design principle in the creation of their own artwork. Learning is structured around process. Students will demonstrate mastery in visual literacy through immersion by participation in self and peer critiques and intense research of specific artists of their choices. Students will hone their ability to observe and interpret, and their awareness and appreciation of design. Students will expand on their ability to communicate conceptual ideas through use of a visual, symbolic language.

Students will explore a variety of experiences with mediums that will include the following: drawing, painting, ceramics, printmaking, sculpture and fiber art.

Historical references will be related to the works in progress. Career opportunities will be explored in the field of art. Students will learn about career opportunities through discovery and investigation. Supply of

materials and visiting artists will aid and support this learning. Learning about real people will enable the students to make real life connections and thus provide validity of the subject matter.

**2-D Design -- Elective**

**Open to 7<sup>th</sup> & 8<sup>th</sup> Grades**

The course will focus on the Principles of designs and use these principles to create well-organized compositions. Students will employ the use of visual hierarchy; study objects and draw on location to create engaging communicative compositions. They will learn color theory and color scales, which will further enhance their works. Students learn the importance of looking and seeing. A variety of mediums will be utilized.

**3-D Design -- Elective**

**Open to 7<sup>th</sup> & 8<sup>th</sup> Grades**

**Prerequisite: 6 or 7 Majors or have completed the 6 Non-Majors VA or 2-D Design course**

This course will introduce the basics for creating three-dimensional works including processes of designing, material selection and construction. Visual Arts Vocabulary will be developed to enhance the student's ability to analyze form and space relationships, and critically analyze works created by professionals, peers and self. Students will express ideas and communicate concepts through experimentation with a variety of techniques and mediums used to create 3-dimensional works of art.

**Visual Arts for Non-majors – Elective      Open to 6<sup>th</sup> Grade only**

At the completion of sixth grade, students will demonstrate an understanding of the Elements of Art and the Principles of Design. Through the creation of artworks, students will experiment with artistic expression, and experiment with a variety of mediums.

# VOCAL MUSIC

## Vocal Music Major 6<sup>th</sup> Grade

Students will be taught how to sing in a healthy manner, utilizing skills that all musicians must have. The students will warm-up, sight read music, and vocalize each class period. They will learn how to sing with appropriate ensemble tone and how to blend, using uniform vowel sounds. They learn to sing appropriately with both 'head' and 'chest' voice. Students will sing in many languages in addition to English. They will learn music theory and history through analysis of pieces sung and by completing worksheets. There will be online homework and practice work required. Students will sing in musical styles appropriate to the Renaissance, Baroque, Classical, Romantic and Contemporary time periods. Many pieces will be from foreign cultures. Students are required to participate in all scheduled performances.

## Vocal Music Major 7<sup>th</sup> & 8<sup>th</sup> Grade

This class is a continuation of the Vocal Music Major 6 class. Students continue their journey learning singing and performance skills but now sing 3 and 4 part music. Time is also devoted to solo singing in classical, Broadway and pop/jazz styles. The music theory and interval training online work continues at a more advanced level. Students also learn rudimentary guitar and piano. Students are required to take either the Advanced Jr. Women's Choir or Men's Jr. Choir as a co-requisite.

## Jr. Women's Choir - Elective

There are two Jr. Women's Choirs.

The **Advanced Jr. Women's Choir** is required of 7/8 Vocal Music Majors and is available to non-majors with the permission of the instructor and demonstration of advanced musical abilities. The choir sings challenging music from a variety of musical periods and foreign lands. Pieces are sung in original languages as well as English, and from styles spanning classical, Broadway and jazz/pop genres. There is daily work on sight-reading music and basic music theory but this is primarily a performance ensemble. Attendance at evening performances is mandatory.

The **Jr. Women's Choir** allows girls in grades 6-7-8 to have a large ensemble experience without a prior audition for entrance. The choir sings difficult pieces from classical to modern times with an emphasis on healthy choir singing. Students also have daily sight-reading and music theory work. This choir will have required attendance at evening performances at least five times a year.

## Jr. Men's Choir - Elective

This class is required of male 7/8 Vocal Music Majors and available to non-majors. The choir sings music from a variety of musical periods and foreign lands with an emphasis on pop music. The boys are encouraged to sing in a healthy manner and discover their voice as it changes throughout the middle school years. There is daily work on sight-reading music and basic music theory but this is primarily a performance ensemble. Attendance at evening performances is mandatory.

## Chorus – Elective

## Open to 6<sup>th</sup> Grade only

This chorus is open to all 6<sup>th</sup> grade students who would like a choral singing experience.



# ENGLISH DEPARTMENT

## 6<sup>th</sup> Grade English

Utilizing State curriculum standards, students will become better writers, readers, listeners, and active participants in their world of Language using theme- related content, high-interest literacy selections and a wide range of school subjects. Emphasis will be placed upon grammar, sentence structure, punctuation, spelling and overall language mechanics.

## 7<sup>th</sup> Grade English

This year in English, the seventh grade students will analyze the connections between the texts they read and the real world. They will demonstrate how to paraphrase, evaluate, and summarize the information they read. They will examine the differences between fact and opinion, and they will also scrutinize text to detect possible bias within the content. Students will learn about conflict and will continue identifying imagery and symbolism; furthermore, students will evaluate point of view, analyze figurative language and identify elements of poetry. In seventh grade, students will hone their prewriting strategy skills based on specific audiences and/or purposes. They will revise their work using collaboration, conferencing, and self-evaluation. Students will develop skills in writing in numerous formats. By the end of the year, students will create a portfolio that contains their finest writing examples. Students will respond to texts both orally and in writing. In seventh grade, students will listen for meaning in conversations and discussions and effectively summarize them. Students will listen attentively and formulate appropriate oral responses. In seventh grade, students will continue to expand their vocabulary by learning study skills and by using unique ways to remember the words such as visual cues, song and dance. They will also enhance their ability to conduct independent research and summarize the information they gather. Daily warm-up activities are planned to allow for mini grammar lessons, use of higher level thinking skills, and to review previous objectives.

## 8<sup>th</sup> Grade English

The goals of English Language Arts 8 are to facilitate students' growth as strategic and critical readers, to refine their skills as proficient writers, and to increase their understanding of the analysis and proper usage of the English language. The Common Core State Standards for English Language Arts are the focus of the course; they are applied in reading, writing, viewing, listening and speaking.

### Reading:

This course incorporates the academic standards for level 6 Reading as outlined in the *R.C.C.S.D. Standards Manual*. The students will study differing genres of literature by examining the class text and the following novels: *Island of the Blue Dolphins*, *A Wrinkle in Time*, *The White Mountains*, and *The Giver*. Students will apply literature terms and story vocabulary words in periodic writing assignments. All students will keep a journal.

### Creative Writing – Elective

### Open to 6<sup>th</sup> – 8<sup>th</sup> Grade

This will be a period for students to create poetry and short stories. It will include time to share and we can act stories out. Students will experiment with many different techniques; allowing their pens and pencils to take them to faraway places and exciting adventures.

# MATHEMATICS DEPARTMENT

In grades 6 – 8 the instructional emphasis is on developing mastery of the mathematical processes and content standards through application and analysis. Students will develop and apply strategies to solve problems, use mathematical notation and language to explain and defend their thinking, make and test conjectures, and determine if a mathematical solution is reasonable. These mathematical process standards are embedded in all topics in all courses offered in grades 6 through 8.

Throughout each course students will have access to appropriate technology including calculators, software and other on-line resources. The students in grade 7 will be using TI-83 graphing calculators.

## 6<sup>th</sup> Grade Mathematics

The instructional focus is on developing proficiency in number sense when working with fractions and decimals.

The major topics are:

- ❑ Number – developing an understanding of the relationships among commonly used fractions, decimals and percents; perform computations involving addition, subtraction, multiplication and division with fractions, decimals and percents.
- ❑ Probability - equally-likely and unequally-likely events; reasoning about uncertainty
- ❑ Geometry – identifying, describing, comparing and classifying two and three dimensional figures
- ❑ Measurement – using physical models to develop formulas for two dimensional figures (i.e., area & perimeter of rectangles and triangles)

## 6<sup>th</sup> Grade Honors Mathematics

The above items will be covered at an accelerated pace and in greater depth.

Additionally, students will begin an introduction to basic algebra skills involving variables and relationships using tables, graphs, words and symbols.

## 7<sup>th</sup> Grade Mathematics

The instructional focus is on developing proficiency in number sense when working with percents and integers. Concepts in algebra, geometry and probability will be studied.

The major topics are:

- ❑ Number –expanding the set of numbers to include integers
- ❑ Probability – expected value; probabilities of two-stage events
- ❑ Measurement – three dimensional measurement – volume and surface area of various solids; graphing in the coordinate system
- ❑ Geometry – similar figures-using scale factors
- ❑ Proportional Reasoning – using ratios and rates to make comparisons
- ❑ Algebra – introduce algebraic representations including variables; represent relationships using tables, graphs, words, and symbols

## **7<sup>th</sup> Grade Honors Mathematics**

The above items will be covered at an accelerated pace and in greater depth. Additionally, students will work with data and quantitative reasoning with large numbers, including the use of scientific notation. Concepts in Algebra will receive increased emphasis.

### **Pre-Algebra**

### **Open to 6<sup>th</sup> – 8<sup>th</sup> Grade**

The instructional focus in this course will be developing proportional reasoning skills and expanding the set of numbers to include integers. Intended for the exceptional mathematics student, pre-algebra is designed for those capable of pursuing high school advanced placement mathematics courses.

The major topics are:

- ❑ Number – developing and reinforcing skills with addition, subtraction, multiplication and division of fractions, decimals and percent; use of scientific notation; expanding set of numbers to include integers
- ❑ Probability – expected value; probabilities of two-stage events
- ❑ Measurement – three dimensional measurement – volume and surface area of various solids; graphing in the coordinate system
- ❑ Geometry – similar figures-using scale factors
- ❑ Proportional Reasoning – using ratios and rates to make comparisons
- ❑ Algebra – introduce algebraic representations including variables; represent relationships using tables, graphs, words, and symbols

### **Honors Geometry**

### **Open to 8<sup>th</sup> Grade**

This course consists of the study of definitions, postulates, and theorems; and the part they play in the development of formal deductive proofs, conditions of congruence and similarity of triangles, special properties, and relationships of various geometric figures. Some work in basic algebra (solving equations) is required as well. This honors level course is detailed and fast paced. A special emphasis is placed on application of right triangles, trigonometry, and coordinate geometry. Formal proofs, coordinate geometry proofs, and constructions are required.

The major topics are:

- ❑ Parallels and Polygons
- ❑ Triangle Congruence
- ❑ Perimeter and Area
- ❑ 3D Shapes
- ❑ Surface Area and Volume
- ❑ Similarity
- ❑ Circles
- ❑ Right Triangle Trigonometry

## Honors Algebra I

## Open to 7<sup>th</sup> & 8<sup>th</sup> Grade

The instructional focus of this course is on understanding the Real Number System and operations on real numbers. Fundamental patterns, including linear, absolute value and exponential relations, will be investigated. The major emphasis will be on linear patterns using the key concepts of slope and intercepts. Real world applications are investigated using lines and linear systems. These topics will be further explored utilizing multiple representations of the relationships – tables, graphs, words, and symbols.

The major topics are:

- ❑ Properties and Operations of the Real Number System
- ❑ Linear Equations and Inequalities
- ❑ Systems of Equations
- ❑ Exponential Functions
- ❑ Polynomials and Quadratic Relations
- ❑ Probability

# **PHYSICAL EDUCATION and HEALTH DEPARTMENT**

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

Fulfills National Health Standards and Delaware State Standards by covering General Health and Wellness, Decision Making, Goal Setting, Bullying Prevention, Resistance Skills and Protective Factors, Peer Pressure, and Puberty.

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

Fulfills National PE Standards and Delaware State Standards by fitness testing with the FitnessGRAM at the beginning and end of the marking period. It places emphasis on lifetime fitness, centering around units including but not limited to: Tennis, Fencing, and Ultimate.

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

Fulfills National Health Standards and Delaware State Standards by covering General Wellness and Nutrition, Drug Prevention, Bullying Prevention, Communication and Boundaries, and Pregnancy and Childbirth.

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

Fulfills National PE Standards and Delaware State Standards by fitness testing with the FitnessGRAM at the beginning and end of the marking period. It places emphasis on lifetime fitness, centering around units including but not limited to: Tchoukball, Fencing, Line Dancing, and Badminton.

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

Fulfills National Health Standards and Delaware State Standards by covering Mental Health, Bullying Prevention, Nutrition, and Healthy Sexuality.

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

Fulfills National PE Standards and Delaware State Standards by fitness testing with the FitnessGRAM at the beginning and end of the marking period. It places emphasis on lifetime fitness, centering around units including but not limited to: Fitness and Weight Room Safety, Fencing, Tchoukball, Softball, and Outdoor Games.

# SCIENCE DEPARTMENT

## 6<sup>th</sup> Grade Science

Students will investigate basic aspects of their environment while exploring the following physical science topics. Students will conduct investigations in order to learn the elements of good experimental design and how to follow the steps of the scientific process. They will also have an introduction to the human body with a focus on the digestive and circulatory systems. A comprehensive study of force and motion will be highlighted by a study of electricity, which will include building circuits. Students will explore Earth's History by focusing on sedimentary rock formation, erosion, deposition, and plate tectonics. They will do this by examining and creating models of the Grand Canyon. This course uses hands-on activities and discussions to explore all areas of science.

## 7<sup>th</sup> Grade Life Science

The science course for seventh grade is an integrated science course meaning that it is a blend of the life, physical, and Earth sciences following the recommended state curriculum. All public schools in Delaware participate in the kit program, a centrally organized materials distribution network supported by local companies which unifies and enhances the teaching of science from first through eighth grades. The first of two life science units, Diversity of Life provides students the opportunity to examine what life is and consider its many forms. Microscopes are integral to our exploration of cells, microscopic life, and plants. In the genetics unit students are introduced to genetic vs. environmental characteristics and traits and use models to show the basic inheritance patterns in Mendelian genetics. The third unit, a physical science unit called Properties of Matter, introduces or augments understanding of such topics as mass, weight, volume, density, phase changes, melting point, and boiling point - each explored using discovery. The last unit, an Earth science unit, is titled Watersheds. We explore such topics as the water cycle, as related to phase changes, river systems, water treatment, sewage treatment, riparian buffers, water quality, topographic mapping and more.

## 8<sup>th</sup> Grade Science

This course will cover several major topics. In "Transformations of Energy," students will look at kinetic energy, potential energy and heat, and how they are changed into various forms of energy experienced here on Earth, both in living and nonliving things. In the planetary systems unit of study students will look at how Earth relates to the rest of the solar system. In meteorology students will study the various factors that influence weather and how they affect a region's climate. In the final unit, students will look at the various living and nonliving components of an ecosystem and how they affect each other. Students will focus specifically on the potentially endangered Delaware Horseshoe Crab, and why it is not just "some useless critter."

## Middle School Fun with Science (Forensics) – Elective Open to 6<sup>th</sup> & 8<sup>th</sup> Grade

Students will explore the area of crime scene forensics in this course. Staged crime scenes will allow the students to collect and process crime scene evidence such as fingerprints, DNA, blood type, handwriting, fiber, hair, and chromatography. The students will also complete a research project on a famous criminal as part of this course.

**Fun with Flora and Fauna – Elective      Open to 6<sup>th</sup> & 8<sup>th</sup> Grade**

Prospective students should be dedicated, independent learners, willing to do exhaustive research, organize that research into dynamic presentations, and then share that research with the class. Students will have the opportunity to survey the diversity of life on planet Earth. A keen interest in the Plant Kingdom, the Animal Kingdom and the Fungi Kingdom is the only prerequisite. These kingdoms will divide the course into unequal thirds. The phyla within each kingdom will further organize our study. Chosen species from each phylum will be considered in detail with emphasis on their habitat requirements, diet, behaviors, and the interdependences of all living things with their non-living environment.

# **SOCIAL STUDIES DEPARTMENT**

## **6<sup>th</sup> Grade Social Studies**

In 6<sup>th</sup> grade, students will investigate the cultures and contributions of ancient societies, surveying major ideas, influences, events and people from the beginning of human society to 300 AD. Students will study the political, economic, and cultural aspects of these ancient societies. Students will also examine how these past cultures have affected present culture. As students investigate the cultures of these ancient people, they will develop skills and perspective. Skills include: reading historical documents, reading and interpreting maps, charts, graphs, and timelines, comparing and contrasting, recognizing cause and effect and writing.

## **7<sup>th</sup> Grade Social Studies**

Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system. Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens. Additionally, students will master the basic research skills necessary to conduct an independent investigation of historical phenomena as participants in the state of Delaware's Project Citizen Competition. Finally, students will explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories. Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.

## **8<sup>th</sup> Grade Social Studies**

In Social Studies, the subjects investigated are: history of the United States (1500-1865), geography, civics, and economics. As a result of this study, students will develop a better understanding of how our democracy developed and how it functions. The history portion of the course enables students to be aware of the development of the United States and the many peoples who were affected by this growth. Students will not only study history; they will analyze data, draw conclusions and learn the skills to think like a historian. Each marking period a project will be done that pertains to an area of study. Technology will be used to enhance research and study skills will be incorporated in the class.



## **WORLD LANGUAGE DEPARTMENT**

### **French Culture – Elective**

**Open to 6<sup>th</sup> & 7<sup>th</sup> Grade**

This course will explore many aspects of the French culture. In marking period 1, students will learn beginning French including numbers, colors, greetings and common phrases to name a few. Marking Period 2, we will learn the geography of France and its importance to Europe. Marking period 3, students will look at the contributions of French artists and the numerous museums of France. Marking period 4, students will learn about the economy of France with a look at the influence of the French cuisine on the world market.

### **Spanish 1 – Elective**

**Open to 8<sup>th</sup> grade only**

An introductory course to Spanish language and culture, students in Spanish 1 will develop foundational knowledge of Spanish vocabulary, grammar, and writing while acquiring a basic knowledge of Spanish-speaking countries and cultures. Modern language standards are incorporated throughout the course. This is a high school course. Students with A/B average will be eligible for the end of course exam. Successful completion of the exam will result in a high school credit.

### **French 1 – Elective**

**Open to 8<sup>th</sup> grade only**

French students will begin the development of skills first in listening and speaking and eventually in writing and reading a second language. The primary emphasis will focus on communication in present tense. Students will demonstrate a proficiency of expression in situations with learned expressions, contemporary life, customs and traditions and the arts of the countries where the language is spoken will be included in the study. This is a high school level course. Students with an A/B average will be eligible for the end of course exam. Successful completion of the exam will result in a high school credit.