

# **COURSE DESCRIPTION BOOKLET**

**2009-2010**



## **ANGEVINE MIDDLE SCHOOL**

**Mike Medina, Principal**

**Tobey Bassoff, Assistant Principal**

**Suzanne Ovelman, Assistant Principal**

## **ANGEVINE'S PROMISE**

The mission of Angevine Middle School is to promote the creative, intellectual, emotional, social and physical well-being for all students as they transition from childhood to adolescence. We encourage an environment where all students discover and actualize their abilities, spark a passion for life-long learning, and learn to contribute effectively to a democratic society. We, as a community of staff, parents and students, seek to provide a safe, inclusive atmosphere where diversity is valued, celebrated and respected.

## **COURSE DESCRIPTION**

**2009-2010**

## **ANGEVINE MIDDLE SCHOOL**



This booklet has been prepared to describe how our courses bring the Angevine Promise to life and to help each student plan his or her middle school program. We suggest that parents and students work together to plan an exciting three-year middle school experience.

Scheduling begins in the spring with students attending an orientation with our counselor. Students then carry this booklet and registration form home to discuss these important decisions with family. When students return their registration form to school, their interests are considered when their schedule is created. Students receive their yearlong schedule at fall registration.

Angevine Middle School offers a rich academic program. We expect all students to achieve at high levels. Angevine offers a full range of academic and elective choices. Colorado State Standards are taught in a bilingual (Spanish/English) or monolingual (English) format. As a pre-engineering school, Angevine offers students exposure to the study skills, technology and advanced classes that prepare them for future success in an increasingly global, complex and challenging world.

## CURRICULUM AND COURSE DESCRIPTION

The actual courses offered in the fall depend on district/state funding and actual enrollment requests. Some courses may be replaced by alternatives. The principal may give permission to waive requirements based on the special needs of individual students. Proposals for waiving the curriculum requirements or modifying the academic day should be submitted in writing to the principal.

### SIXTH GRADE REQUIREMENTS and SPECIALS

Sixth grade students are scheduled into required core classes, elective classes and a lunch period each day. The elective classes, called the *Exploratory Wheel*, will meet daily and will rotate through a 9 weeks cycle during the school year. The sixth grade elective classes include subjects such as Introduction to Art, Music, Technology and World Languages. Sixth grade students may be recommended for special programs such as English as a Second Language (ESL), Developmental Reading, or Special Education.

Sixth Grade Required Subjects	Sixth Grade Specials
Language Arts <i>or</i> Dual Language Program Integrated Language Arts <i>or</i> ESL Language Arts	Art (9 weeks as part of exploratory rotation)
Mathematics	
Reading	Computers (9 weeks as part of exploratory rotation)
Earth Science	Consumer and Family Studies (9 weeks as part of exploratory rotation)
Social Studies <i>or</i> Dual Language Program Social Studies	World Languages (9 weeks as part of exploratory rotation)
Physical Education (shared period with music elective)	Music (band, orchestra, choir, general music: shared period with physical education)
Health Education	

### SEVENTH GRADE REQUIREMENTS and SPECIALS

All seventh grade students are required to take four core subjects. In addition, they are expected to participate in physical education and health. Seventh grade students may be recommended for special programs such as Developmental Reading, English as a Second Language (ESL), or Special Education.

Seventh Grade Required Subjects	Seventh Grade Specials
Mathematics	Art (semester long)
Life Science	AVID (required as part of the AVID program)
Social Studies <i>or</i> Dual Language Program Social Studies	Technology
Physical Education (shared period with music elective)	World Languages (year long)
Health Education	Consumer and Family Studies (semester long)
Language Arts <i>or</i> Dual Language Program Integrated Language Arts <i>or</i> ESL Language Arts	Music (band, orchestra, choir, mariachi): year long
	Publications

	Student Council (semester long)
	Pre-Engineering (semester long)

### **EIGHTH GRADE REQUIREMENTS and SPECIALS**

All eighth grade students are required to take four core subjects. In addition, they are expected to participate in physical education and health. Eighth grade students may be recommended for special programs such as Developmental Reading, English as a Second Language (ESL) or Special Education.

#### **Eighth Grade Required Subjects**

#### **Eighth Grade Specials**

Language Arts <i>or</i> Dual Language Program Integrated Language Arts <i>or</i> ESL Language Arts	Art (semester long)
Mathematics	AVID (required as part of the AVID program – year-long)
Physical Science	Technology (semester long)
Social Studies <i>or</i> Dual Language Program Social Studies	Publications
Physical Education (shared period with music elective)	Consumer and Family Studies (semester long)
Health Education	Music (Band, Orchestra, Choir): year long
	Pre-Engineering (year-long)
	Student Council (semester long)

# COURSE DESCRIPTIONS

2009-2010

## ANGEVINE MIDDLE SCHOOL

### CORE CLASSES (required)

#### LANGUAGE ARTS and READING

The Language Arts department offers a diverse curriculum through multiple programs. Rigorous writing assignments and book studies are provided for all students in individual and small group settings. All of our courses are structured to meet the unique developmental needs of adolescent learners in order to prepare them for a demanding college preparatory high school curriculum. Students will write for a variety purposes and learn to respond critically and analytically to text. All students will engage in the study of vocabulary and grammar.

#### **K06 Language Arts 6<sup>th</sup> Grade**

Level: Grade 6

Course Length: Year

This course focuses on the standards and benchmarks as outlined in the Middle School Language Arts Curriculum and the Boulder Valley Academic Content Standards for Language Arts. The course builds on elementary level instruction and demands increased application of skills, academic sophistication and intellectual reasoning. Students acquire and apply language arts skills in a variety of instructional settings, with particular emphasis on reading and writing improvements.

#### **F7C Integrated Language Arts 6th Grade**

Level: Grade 6, Dual Language Program

Course Length: Year

The course focuses on developing students' language skills in English and Spanish by emphasizing the listening, speaking, reading, and writing with the ultimate goal of helping students achieve bilingualism, bi-literacy, and multicultural competence. The Integrated Language Arts classes are based on a 50/50 model in which 50% of the instruction is delivered in Spanish and 50% of the instruction is delivered in English, utilizing the same themes as the other Language Arts classes at that grade level.

#### **K11 Language Arts 7<sup>th</sup> Grade**

Level: Grade 7

Course Length: Year

This course focuses on the standards and benchmarks as outlined in the Middle School Language Arts Curriculum and the Boulder Valley Academic Content Standards for Language Arts. Instruction builds upon the skills gained in 6<sup>th</sup> grade and demands increased application of those skills, academic sophistication and intellectual reasoning. Students apply language arts skills in a variety of instructional settings, with particular emphasis on reading and writing improvement.

#### **F7D Integrated Language Arts 7<sup>th</sup> Grade**

Level: Grade 7, Dual Language Program

Course Length: Year

The course focuses on developing students' language skills in English and Spanish by emphasizing the listening, speaking, reading, and writing with the ultimate goal of helping students achieve bilingualism, bi-literacy, and multicultural competence. The Integrated Language Arts classes are based on a 50/50 model in which 50% of the instruction is delivered in Spanish and 50% of the instruction is delivered in English, utilizing the same themes as the other Language Arts classes at that grade level.

### **K12 Language Arts 7<sup>th</sup> Grade Advanced**

Level: Grade 7

Course Length: Year

Prerequisite: An assessment and application is required for placement in 7<sup>th</sup> grade Advanced Language Arts

This rigorous version of 7<sup>th</sup> Grade Language Arts requires a passion for both reading and writing. All lessons are standards-based. Several novels from different genres are covered, along with required writing assignments. These may include persuasion, expository, descriptive, narrative and essay formats. Students will be required to write a research paper. A variety of short stories, as well as poetry reading and writing, are also covered.

### **K31 Language Arts 8<sup>th</sup> Grade**

Level: Grade 8

Course Length: Year

This course concentrates on these academic strands: language usage; writing; reading and analyzing literature; speaking/listening; and critical thinking. Reading covers a variety of genres, is cross-curricular, allows guided choices and encourages reading for life. Writing includes grammar and vocabulary and focuses on expository composition along with opportunities for creative expression. Speaking and listening skills for academics and personal growth are encouraged and expanded. Critical observation is further developed.

### **F7E Integrated Language Arts 8<sup>th</sup> Grade**

Level: Grade 8, Dual Language Program

Course Length: Year

The course focuses on developing students' language skills in English and Spanish by emphasizing the listening, speaking, reading, and writing with the ultimate goal of helping students achieve bilingualism, bi-literacy, and multicultural competence. The Integrated Language Arts classes are based on a 50/50 model in which 50% of the instruction is delivered in Spanish and 50% of the instruction is delivered in English, utilizing the same themes and standards as the other Language Arts classes at that grade level.

### **K32 Language Arts 8<sup>th</sup> Grade Advanced**

Level: Grade 8

Course Length: Year

Prerequisite: An assessment and application is required for placement in 8<sup>th</sup> grade Advanced Language Arts.

This rigorous version of 8<sup>th</sup> Grade Language Arts follows the standards and strands of the regular class. It is designed for the student who loves reading, literary discussion and analysis, thinks critically, has strong writing and grammar skills and is self-motivated. Emphasis is placed on researching and presenting topics connecting American literature with the American historical experience, analyzing literature and generally expanding and refining personal language use. The class is designed to prepare students for language arts honor courses at the high school level.

## **GENERAL READING**

### **KM6 6th Grade Reading**

Level: Grade 6

Course Length: Year

Reading is a core curriculum class in 6<sup>th</sup> grade. The major components include: reading and listening comprehension; elements of literature and grade-level genres; vocabulary development; reading skills; and strategy instruction. Students read both fiction and non-fiction print across a variety of genres including novels, newspapers, textbooks, anthologies and articles. Literature-element strands are studied through the grade-specific genres such as: author's purpose, main idea, setting, plot, point of view and theme. Students' reading comprehension increases with the development of new vocabulary through the use of context clues and writing. Cause and effect, fact and opinion, main idea, finding details and sequence are examples of reading skills studied throughout the year.

### **K81 Literacy Workshop**

Level: Grades 6, 7, and 8

Course Length: Semester

Prerequisite: Teacher recommendation

This course is designed for 7<sup>th</sup> and 8<sup>th</sup> grade students who are reading at least two years below grade level. This course emphasizes good reading and study habits, higher level thinking skills and improved competency in reading. An individualized approach is basic to this course; this encourages the continued development of the reading process as determined by the specific learning needs of each student.

## **ESL READING**

### **KE1 Reading ESL**

Level: Grades 6, 7 and 8

Course Length: Year

This course is for students new to English and focuses on oral language development links to reading. Emphasis is placed on graphophonic awareness, patterns of non-fiction text, story structure and elements of literature.

### **K09 Beginning ESL**

Level: Grades 6, 7 and 8

Course Length: Year

This course provides training in general study techniques and specific language arts strategies and concepts necessary for an understanding of core content areas. The course aids ESL students, especially those with little previous schooling, in making the transition from training classes to mainstream curriculum. Students are introduced to and review correct, effective expression, interpretation of content reading, as well as test-taking techniques.

### **K13 Intermediate ESL**

Level: Grades 6, 7 and 8

Course Length: Year

Prerequisites: Intermediate English proficiency and/or ESL teacher recommendation

This course is intended to give intermediate level ESL students the skills they need in academic and social settings. Students use English to participate in social and classroom interactions in culturally appropriate ways. Students interact through spoken and written English for personal expression and enjoyment. Students read a variety of materials and interpret literatures as a record and expression of the human experience. Students listen, observe, speak and write for a variety of purposes and audiences and develop higher critical thinking skills in English.

### **K14 Advanced ESL**

Level: Grades 6, 7 and 8

Course Length: Year

Prerequisites: Intermediate English proficiency and/or ESL teacher recommendation

This course is intended to give advanced level ESL students the skills they need in academic and social settings. English skills in reading, writing, speaking and listening are strengthened in preparation for the students' transition to mainstream English classes.

## **MATHEMATICS**

Please note that placement in advanced math classes will be based on several criteria including but not limited to current grade level, teacher recommendation and placement scores.

### **M05 Math**

Level: Grade 6

Course Length: Year

This course is designed to review and strengthen skills previously learned at the elementary level while simultaneously moving ahead into Colorado Grade 6 Standards. The 6<sup>th</sup> grade curriculum is the focus. Concepts include number sense (computation, fractions, decimals and percents), probability and data analysis (graphical representations, measures of central tendency, theoretical and experimental probability), geometry (coordinate graphing), measurement (area and perimeter of two-dimensional figures), and algebra (using variables to describe patterns).

**M15 Math (advanced for grade 6)**

Level: Grade 6

Course Length: Year

This course moves at an accelerated pace where the focus is on 7<sup>th</sup> grade standards including number sense (operations with integers, proportional reasoning), probability and statistics, geometry (similarity, transformations), measurement (circles and introduction to three-dimensional measurement), and algebra (intro to linear equations).

**M15 Math**

Level: Grade 7

Course Length: Year

This course reviews and extends the skills acquired in Math 05. The 7<sup>th</sup> grade curriculum is the focus. Grade 7 standards include number sense (operations with integers, proportional reasoning), probability and statistics, geometry (similarity, transformations), measurement (circles and introduction to three-dimensional measurement), and algebra (intro to linear equations).

**M25 Math (advanced for grade 7)**

Level: Grade 7

Course Length: Year

This class moves at an accelerated pace where the 8<sup>th</sup> grade curriculum is the focus to ensure algebra readiness. Grade 8 standards incorporate grades 6 and 7 standards and also topics including working with properties of real numbers to evaluate numeric expressions, understanding slope as a rate of change, using counting techniques to determine possible outcomes, Pythagorean Theorem, as well as volume and surface area of prisms.

**M25 Math**

Level: Grade 8

Course Length: Year

This course reviews and extends the skills acquired in M15. The 8<sup>th</sup> grade curriculum is the focus to ensure algebra readiness. Grade 8 standards incorporate grades 6 and 7 standards and also topics including working with properties of real numbers to evaluate numeric expressions, understanding slope as a rate of change, using counting techniques to determine possible outcomes, Pythagorean Theorem, as well as volume and surface area of prisms.

**M31 Algebra 1**

Level: Grades 7 and 8

Course length: Year

Prerequisite: Teacher Recommendation

Algebra 1 is an introduction to algebraic symbolism, systems of equations, graphing, problem solving, and probability and statistics. The students will build upon their previous knowledge to further understand the characteristics and representations of various functions and relations, including first degree equations and inequalities, polynomials, exponential and radical expressions, and quadratic equations.

**M35 Algebra 1 Advanced**

Level: Grades 7 and 8

Course Length: Year

Prerequisite: Teacher recommendation and assessment

Algebra 1 Advanced is an in-depth study of algebraic symbolism, systems of equations, graphing, problem solving and probability and statistics. Students will build upon their previous knowledge to understand the characteristics and representations of various functions and relations, including first degree equations and inequalities, polynomials, exponential and radical expressions, quadratic equations, complex numbers and rational algebraic expressions. This course is designed for highly motivated and mathematically talented students.

### **M41 Geometry**

Level: Grade 8

Course Length: Year

Prerequisite: Teacher recommendation and assessment

Prerequisite: grade of C or above in advanced algebra

Geometry presents a thorough study of the structure of the postulation system and the development of formal synthetic proof. It considers the topics of congruence, parallelism, perpendicularity, properties of polygons, similarity, and the relationships of circles, spheres, lines, and planes with respect to space as well as the plane. The maintenance of algebraic skills will be emphasized. *NCAA Clearinghouse approved Course.*

### **M08 Math Clinic**

Level: Grades, 6, 7 and 8

Course Length: Year

Prerequisite: Teacher recommendation

Math Clinic is designed for middle level students who need continued guided practice on operations with whole numbers, decimals, and fractions. Estimating, problem solving, measurement, and simple geometry concepts are also covered. Class enrollment numbers will be capped at 15 students per section.

## **PHYSICAL EDUCATION**

### **P06 Physical Education 6**

Level: Grade 6

Course Length: Year

Physical Education at the 6<sup>th</sup> grade level offers students a variety of physical activities through which they develop positive attitudes toward group interaction, sportsmanship, fair play, cooperation, initiative and appreciation for the abilities and limitations of self and others. Activities to be emphasized are: organized exercises; traditional team sports; individual and dual sports; rhythmic activities; and self-testing activities. The program is designed to continue development of physical fitness as well as motor, perception, rhythm and movement skills.

### **P07 Physical Education 7**

Level: Grade 7

Course Length: Three Quarters

Physical Education in 7<sup>th</sup> grade emphasizes physical fitness and the development of basic movement skills through team, individual and dual sports as well as rhythmic activities. Emphasis is placed on the introduction of the basic fundamentals of sports, developing the knowledge of rules as well as building personal responsibility, good sportsmanship and leadership.

### **P08 Physical Education 8**

Level: Grade 8

Course Length: Three Quarters

Physical education at the 8<sup>th</sup> grade level emphasizes refinement of skills learned in 7<sup>th</sup> grade and the development of a greater understanding of game strategies. Continued emphasis is placed on personal responsibility, good sportsmanship and attaining a high level of personal fitness.

## **HEALTH EDUCATION**

### **G07 7<sup>th</sup> Grade Health**

Level: Grade 7

Course Length: Quarter

Health at the 7<sup>th</sup> grade level places a strong emphasis on skill development in the areas of acquiring health knowledge, accessing health resources, practicing healthy behaviors, analyzing the influence of the media and other cultural influences on health decisions, developing communication skills, setting goals, making health-related decisions and learning to advocate for personal, family and community health. Topics include wellness; mental health and emotional wellness; violence awareness; substance use, abuse and addiction; human growth and development and human sexuality; and injury prevention and safety. Materials reinforce parent-student communication and parent involvement in health education.

## **G08 8<sup>th</sup> Grade Health**

Level: Grade 8

Course Length: Quarter

The 8<sup>th</sup> grade Health curriculum places a high emphasis on skill development in the areas of acquiring health knowledge, accessing health resources, practicing healthy behaviors, analyzing the influence of the media and other cultural influences on health decisions, developing communication skills, setting goals, making health-related decisions and learning to advocate for personal, family and community health. Topics in Health are used as subject matter in teaching the skills. Topics include wellness; mental health and emotional wellness; violence awareness; substance use, abuse and addiction; human growth, development and human sexuality; and injury prevention and safety. Materials reinforce parent-student communication and parent involvement in health education.

## **SCIENCE**

### **SM6 6<sup>th</sup> Grade Science**

Level: Grade 6

Course Length: Year

The content of this course is aligned with the curriculum standards for middle school science and is primarily focused on the study of earth science. Earth science is the study of geology, meteorology and astronomy. Students continue to develop their knowledge of scientific methods, enabling them to develop a purpose, collect data and communicate results. Students have a variety of experiences, including hands-on experiments, labs, writing about science and direct instruction.

### **SM7 7<sup>th</sup> Grade Science**

Level: Grade 7

Course Length: Year

The content of this course is aligned with the curriculum standards for middle school science and is primarily focused on life science. Students study classification, ecology, human body systems and botany. Students explore the living world through the use of microscopes, experimentation, group projects and field trips to local ecosystems. Students have a variety of experiences in science including hands-on experiments, labs, writing about science and direct instruction.

### **SM8 8<sup>th</sup> Grade Science**

Level: Grade 8

Course Length: Year

The content of this course is aligned with the curriculum standards for middle school science and is primarily focused on the study of physical science. Physical science is the introduction of chemistry and physics. Students learn vocabulary, concepts, scientific processes and skills through text materials, lab activities and projects. Units of study include: inventions; motion, forces and energy; sound and light; magnetism and electricity; matter and chemistry; work, and power and machines. Students have a variety of experiences in science including hands-on experiments, labs, writing about science and direct instruction.

## **SOCIAL STUDIES**

### **T06 World Geography: The Americas**

Level: Grade 6

Course Length: Year

World Geography in 6<sup>th</sup> grade studies the Western Hemisphere excluding the United States. Students focus on the components of civilizations, both ancient and modern, through regional studies of Canada, Mexico, Central America, South America and the Caribbean Islands.

**T06 Integrated World Geography: The Americas**

Level: Grade 6, Dual Language Program

Course Length: Year

The Integrated World Geography class is based on a 50/50 model in which 50% of the instruction is delivered Spanish and 50% of the instruction is delivered in English, utilizing the same themes and standards as the other Social Studies classes at that grade level.

**T07 World Geography: The Eastern Hemisphere**

Level: Grade 7

Course Length: Year

World Geography in 7<sup>th</sup> grade provides students with the tools and skills necessary to analyze and interpret the world from a geographic perspective. The regions of the Eastern Hemisphere (Africa, the European Union, Russia, Asia and Oceania) are the focus. In conjunction with 6<sup>th</sup> Grade World Geography, students develop an understanding of the physical and cultural processes that shape the earth and its people, as well as an appreciation for their own roles and responsibilities as world citizens.

**T07 Integrated World Geography 7: The Eastern Hemisphere**

Level: Grade 7, Dual Language Program

Course Length: Year

The Integrated World Geography class is based on a 50/50 model in which 50% of the instruction is delivered Spanish and 50% of the instruction is delivered in English, utilizing the same themes and standards as the other Social Studies classes at that grade level.

**T08 United States Society**

Level: Grade 8

Course Length: Year

This course presents the social impacts and multiple perspectives of people associated with significant events in American history. Students are exposed to the important contributions made by many groups who shaped and continue to influence the American experience. This course includes an examination of the roles of typically under-represented groups.

**T08 Integrated U.S. Society**

Level: Grade 8, Dual Language Program

Course Length: Year

The Integrated United States Society class is based on a 50/50 model in which 50% of the instruction is delivered Spanish and 50% of the instruction is delivered in English, utilizing the same themes and standards as the other Social Studies classes at that grade level.

## SPECIALS

**ART****A06 Exploratory Art**

Level: Grade 6

Course Length: Quarter

Students experiment with a variety of media to create visual art. The elements of art (e.g., line, shape, space, color, value, texture and form) are stressed in two-dimensional and/or three-dimensional work. The development and application of basic techniques and skills are stressed. Students express their ideas by using art as a form of communication and relate visual arts to various historical and cultural traditions. Students learn to respect their own ideas and artistic expressions as well as those of others as they analyze and evaluate works of art.

### **A11 Art 1**

Level: Grades 7 and 8

Course Length: Semester

Students build on the exploratory experience as they study and use art elements and principles in composition and design. Drawing is emphasized, as well as other experiences (e.g., painting, sculpture and printmaking). Students become more aware of the arts of other cultures and the importance of art in their own lives.

### **A20 Experiences in Three-Dimensional Design**

Level: Grades 7 and 8

Course Length: Semester

This course covers different methods and materials used in the construction of three-dimensional forms such as casting, assemblage, carving and modeling. Students study not only how the piece itself looks from every point of view, but also how it interacts with the empty space that surrounds it on all sides. This interaction is the essence of three-dimensional design, making it a unique art form.

### **A21 Experiences in Drawing and Painting**

Level: Grades 7 and 8

Course Length: Semester

This course provides experiences in a wide range of media in the study of art elements and principles of design. Using artists and art history, students explore various aspects of drawing and painting, methods and techniques. Students are expected to continue developing their skills and knowledge of two-dimensional art.

### **A23 Pottery and Sculpture**

Level: Grades 7 and 8

Course Length: Semester

In this one term course, students will be introduced to the properties of ceramic clay. The emphasis in this course is on hand-building, and some wheel throwing will be introduced. Students will create functional and non-functional projects and learn to finish them in a variety of ways.

## **CONSUMER and FAMILY STUDIES**

### **H10 Explore Consumer and Family Studies**

Level: Grade 6

Course Length: Quarter

6th Grade Exploratory is an introduction course designed to acquaint student with Family and Consumer Studies. Topics introduced include health, nutrition, food preparation, sewing, decision-making and organizational skills. Cooperative learning groups and integration of all academic areas will be emphasized through practical experiences.

### **H13 Foreign Foods and Fabrics**

Level: Grades 7 and 8

Course Length: Semester

In this Consumer and Family Studies class students will research cultures from around the world as they relate to cuisine and food traditions. This course offers students an opportunity to select recipes and prepare foods as they become familiar with kitchen equipment and appropriate lab/safety procedures. Sewing activities will include the proper use of sewing equipment and construction techniques through the construction of at least one sewing project.

### **H14 Home Alone**

Level: Grades 7 and 8

Course Length: Semester

This Consumer and Family Studies course offers the students an opportunity to use critical thinking skills through practical life experiences. It introduces students to several areas of study including social skills, decision-making, nutrition, food preparation, and creative sewing. Students will plan, prepare, serve, and evaluate breakfast, snack, and lunch items. They will construct at least one sewing project. Students will also examine how their interests and skills will affect their future choices. Activities are designed so that the students can use the information and skills in real life situations.

### **H15 Food Facts and Fun**

Level: Grades 7 and 8

Course Length: Semester

In this Consumer and Family Studies course provides students with the opportunity to research and prepare nutritious foods from the Food Guide Pyramid for healthy lifestyle choices. Students will use recipes to plan, prepare, serve and evaluate foods through the use of a variety of cooking techniques. Students will be required to demonstrate the use of appropriate safety, sanitation, and kitchen procedures. Food and nutrition topics may include herbs, spices, fast foods, convenience foods, snacks, baking, multicultural foods and eating disorders.

### **H16 CASH**

Level: Grades 7 and 8

Course Length: Semester

Career Awareness Starts Here! This course is designed to give students the opportunity to explore a variety of careers while emphasizing entry-level job skills such as job application, interviews, resumes, and portfolios. Students will participate in several hands on job simulations that may include, but not be limited to, interiors, food service, childcare, and entrepreneurship.

## **JOURNALISM**

### **K67 Publications**

Level: Grades 7 and 8

Course Length: Year

This course offers an in-depth study of publications, including news writing, interviewing, and writing stories (news, features, sports, editorials, and columns). It also covers newspaper terminology, headline writing, copy and proofreading, page layout and media studies. Students in this course are responsible for managing all aspects of compiling, publishing and distributing the school newspaper

## **MUSIC**

### **Vocal Music**

#### **N-01 Exploratory Music**

Level: Grade 6

Course Length: Year

This is a non-performance, general music course for sixth graders that fosters a love and appreciation of music and an understanding of the relationship of music to other disciplines and cultures. The class provides listening, discussion and hands-on opportunities using a variety music from different historical periods, cultures and styles, giving students exposure to basic concepts of music.

#### **N-11 Beginning Choir**

Level: Grade 6

Course Length: Year

This is a beginning vocal performing ensemble for sixth grade male and female voices. Basic vocal techniques, ensemble skills, and musicianship are explored using a wide variety of musical literature and styles, and includes introductions to part-singing, music reading and theory. Culminating performances are a meaningful and mandatory component of this class and may occur after school hours.

#### **N-15 Mixed Choir**

Level: Grades 7 and 8

Course Length: Year

This is a middle-level vocal performing ensemble for seventh and eighth grade male and female voices. The course offers continued emphasis and development in the areas of vocal techniques, ensemble skills, and musicianship, using a wide variety of music literature and styles, and includes multi-part singing, music reading development and theory. Culminating performances are a meaningful and mandatory component of this class and may occur after school hours.

**N-16 Select Choir**

Level: Grades 7 and 8

Course Length: Year

This is an auditioned vocal performing ensemble for seventh and eighth grade advanced male and female voices with emphasis on more challenging vocal techniques, ensemble skills, and musicianship, using a wide variety of more challenging music literature and styles, and includes multi-part singing, music reading proficiency and advanced theory. Culminating performances are a meaningful and mandatory component of this class and may occur after school hours.

**Instrumental Music****N24 Middle Level Orchestra 1**

Level: Grade 6

Course Length: Year

Prerequisite: 1 year of study on an orchestral stringed instrument

This course emphasizes a balance between technical development and performance skills. The course provides an introduction to orchestral literature, ensemble involvement and a broad range of instrumentation. Public performances after school hours are an integral part of this course and are required.

**N25 Middle Level Orchestra 2**

Level: Grade 7

Course Length: Year

Prerequisites: At least one year study on an orchestral stringed instrument or teacher recommendation

This course includes progressively more demanding literature for orchestra and encourages continued technical development, increased performance skills and a broader range of instrumentation. Musicianship and performance skills are stressed within a stringed orchestra environment. Public performances after school hours are an integral part of this course and are required.

**N26 Middle Level Orchestra 3**

Level: Grade 8

Course Length: Year

Prerequisite: At least two years of study of an orchestral stringed instrument or teacher recommendation

Middle level Orchestra 3 is a course that emphasizes the development of soloist capability and ensemble skills along with advancing skill in performing orchestra repertoire. Public performances after school hours are an integral part of the course and are required.

**N20 Beginning Band**

Level: Grades 6, 7 and 8

Course Length: Year

Beginning Band is a course for students who have not studied music before and are interested in learning a standard band instrument. This performance-based class includes concert attendance after school hours.

**N21 Middle Level Band 1**

Level: Grades 6, 7 and 8

Course Length: Year

Prerequisite: One year beginning band experience

This course emphasizes a balance between technical development and performance skills. The course provides an introduction to band literature, ensemble playing and involves after school performances that are required.

**N22 Middle Level Band 2**

Level: Grades 7 and 8

Course Length: Year

Prerequisites: At least one year of study on a band instrument and teacher recommendation

This course includes progressively more demanding literature for band that encourages continued technical development and performance skills. Musicianship and performance skills are stressed within a fully instrumented band. Public performances after school hours are an integral part of the course and are required.

### **N27 Middle Level Jazz Band**

Level: Grades 7 and 8

Course Length: Year

Prerequisites: At least two years of study of jazz band instrument and teacher recommendation

Middle Level Jazz Band offers middle level musicians an opportunity to explore the musical genre of jazz, rock and popular music, with additional attention paid to improvisation. This course is taught before the school day begins.

Public performances after school hours are an integral part of this course and are required.

## **TECHNOLOGY**

### **D06 Exploring Computers**

Level: Grade 6

Course Length: Quarter

This course introduces students to computer technology at Angevine. Students practice keyboarding skills, create text documents, import clip art and text, build spreadsheets for recording data, begin to make charts and graphs from that data and use the Internet to locate information. Basic hardware and software operations are covered, and students learn how to apply technology tools to their other content-area classes.

### **D07 Computer Power**

Level: Grades 7 and 8

Course Length: Semester

Computer Power is an introductory Computer Science Class. Students will refine Internet research skills, which will lead to a multimedia presentation. Students will also have the opportunity to improve keyboarding speed. Students will also work with a more comprehensive look at the Microsoft Office suite of products. After successful completion, students may choose to enroll in Desktop Publishing or Micro-Computing II.

### **D05 Desktop Publishing**

Level: Grades 7 and 8

Course Length: Semester

Desktop Publishing is an advanced Computer Science Class. The world of technology has changed the way we look at visual object by being able to manipulate them so easily. Students will be required to produce various visual projects. Webpage authoring and manipulation is the major theme that on which all projects are based.

### **J20 7<sup>th</sup> Grade Engineering (Applied Technology)**

Level: Grade 7

Course Length: Semester

The Applied Technology class is unique and designed for hands-on learning. Students may select from over 75 hands-on projects in areas such as architecture, robotics, graphic arts/design, laser technology, photography, satellite communications, engineering, CAD, inventions, micro-electronics, woodshop, or any of a dozen other fields of interest. Students also have the opportunity to work extensively on more advanced woodworking projects. Students will demonstrate safe and proper use of equipment, and tools, complete each self-selected project, and document their work. Students will learn to lead, follow instructions, cooperate with others, and work effectively to accomplish a concrete task.

### **J23 8<sup>th</sup> Grade Engineering (Gateway to Technology 1)**

Level: Grade 8

Course Length: Semester

Prerequisites: An interest and aptitude in math, science, or engineering AND completion of an application

The Gateway to Technology curriculum provides project-based learning – a hands-on learning approach that relates technology and engineering to students' daily lives. The program consists of four independent units (two each semester): The first is *Design and Modeling*. This unit uses solid modeling to introduce students to the design process. Utilizing this design approach, students understand how solid modeling has influenced their lives.

Students also learn sketching techniques, and use descriptive geometry as a component of design, measurement, and

computer modeling. Using design briefs or abstracts, students create models and documentation to solve problems. The second unit is *The Magic of Electrons*. Through hand-on projects, students explore the science of electricity, the movement of atoms, circuit design, and sensing devices. Students acquire knowledge and skills in basic circuitry design and explore the impact of electricity on our lives.

### **J24 8<sup>th</sup> Grade Engineering (Gateway to Technology 2)**

Level: Grade 8

Course Length: Semester

Prerequisites: An interest and aptitude in math, science, or engineering AND completion of an application

The Gateway to Technology curriculum provides project-based learning – a hands-on learning approach that relates technology and engineering to students’ daily lives. The program consists of four independent units (two each semester): The third unit is *The Science of Technology*. This unit traces how science has affected technology throughout history. Students learn about the mechanics of motion, the conservation of energy, and the use of science to improve communication. The fourth unit is *Automation and Robotics*. In this unit, students track the history and development of automation and robotics. They learn about structures, energy transfer, machine automation, and computer control systems. Students acquire knowledge and skills in engineering problems solving and explore requirements for careers in engineering.

## **WORLD LANGUAGES**

### **F04 Explorations in World Languages**

Level: Grade 6

Course Length: Quarter

This course deals with the nature and development of language in form and sound. Similarities of related languages are studied, with special stress on Spanish, French and German. Students are introduced to simple phrases, which are used in daily life in Spanish, French and German speaking countries. Foreign foods are studied and prepared. Table manners, polite behavior, customs and traditions are studied. Students are also prepared for foreign travel through an overview of geography, history, and cultural sights of other countries. They learn how to acquire a passport; they discuss immigration and customs laws. Slides and folk music audio-visuals are included in the course.

### **F1A French 1A**

Level: Grade 7

Course Length: Year

Prerequisites: None

Students receive an introduction to the basic structures, speech patterns, sound system, and cultural background of the language. Oral work is emphasized in class activities and focuses on the most common and useful expressions students may need to travel and make friends in foreign speaking countries. Students can expect to be involved in several different activities: dialogues, oral drills, question-answer sequences, short personalized conversations, written grammar exercises, reading, games, and songs. Movies, filmstrips and magazines are also used to reinforce learning

### **F12 French 2**

Level: Grade 8

Course Length: Year

Level 2 furthers the study of grammar, vocabulary and an understanding of the foreign cultures through movies, videos and magazines. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through short stories, plays and poetry.

*NCAA Clearinghouse approved Course.*

**F7A Spanish 1A**

Level: Grade 7

Course Length: Year

Students receive an introduction to the basic structures, speech patterns, sound system and cultural background of Spanish. Oral work is emphasized in class activities and focuses on the most common and useful expressions students may need to travel and make friends in Spanish-speaking countries. Students can expect to be involved in several different activities: dialogues; oral drills; question-answer sequences; short personalized conversations; written grammar exercises; reading; games; and songs. Movies, filmstrips and magazines are also used to reinforce learning.

**F7B Spanish 1B**

Level: Grade 8

Course Length: Year

Prerequisite: F7A Spanish 1A

This course is a continuation of Spanish 1A and prepares students for Spanish 2 at the high school level.

**F72 Spanish 2**

Level: Grade 8

Course Length: Year

Level 2 furthers the study of grammar, vocabulary and an understanding of the cultures where Spanish is spoken through music, videos and magazines. Students improve listening, speaking, reading and writing skills. Students develop reading comprehension skills through short stories, drama and poetry.

**X 61 Student Council**

Level: Grades 7 and 8

Course Length: Year

Student council is comprised of students that want to be involved in the leadership and decision making process at Angevine. The members of this group have many responsibilities that include activities such as running the student store; supporting PTA with childcare and other projects such as teacher appreciation week, supporting our community with food drives, raising money for charitable organizations; planning and running school dances, as well as spirit weeks; sponsoring Bobcat Pride awards, and many other projects. We have 5 elected positions Head Boy, Head Girl, Treasurer, Secretary, and Vice-President. Student council members are responsible for managing the finances of the group as student council is financially self supporting.

**X 02 Study Hall**

Level: Grades 7 and 8

Course Length: Semester

This course will be offered as a scheduled, supervised time for students to catch up on school-work.

**X50 AVID (Advancement via Individual Determination)**

Level: Grades 7 and 8

Course Length: Year

Prerequisites: Application process and acceptance into the AVID program

Angevine offers the AVID program as a separate class that students can take in place of an elective class. To be considered for enrollment, students must apply to the program. The application process usually includes submission of a written essay, and an interview. Once accepted, students participate in the following course components:

- Study skills, such as two-column note taking
- Academic writing
- Learning to study in groups
- Tutorials run by trained college students
- Preparation for applying to colleges and college visits
- Field trips and guest speakers

## **SPECIAL PROGRAMS AND STRANDS**

### **SPECIAL EDUCATION**

Students who have Individualized Education Plans (IEP) register for courses with the assistance of their case manager so that their educational program is consistent with the goals and objectives of their IEP. This program may consist of regular education courses with some instructional accommodations, courses provided in the regular education class with a modified curriculum and/or courses provided by the special education teacher. Please work with your case manager to complete your course registration form.

### **DUAL LANGUAGE STRAND**

The dual language program at Angevine Middle School offers students the opportunity to learn academic content in two languages, Spanish and English, while developing a multicultural perspective of the world. Upon successful completion of the program, students earn a Certificate of Bilingualism, which certifies their achievement of bilingualism, biliteracy, and multiculturalism. The three year program requires an application, a letter of commitment and a capstone project that exhibits dual literacy development and multicultural appreciation.

El programa de lenguaje dual en la Escuela Media Angevine ofrece a los estudiantes la oportunidad de aprender contenido académico en dos idiomas: español e inglés, y a su vez desarrollar una perspectiva multicultural del mundo. Los estudiantes que concluyan exitosamente el programa, recibirán un Certificado de Bilingüismo, el cual certificará su logro al alcanzar un nivel de bilingüismo, lecto-escritura en dos idiomas y multiculturalismo. El programa de tres años requiere de una aplicación, una carta de compromiso, participación en una clase o proyecto para demostrar su compromiso y un proyecto final el cual mostrará su dominio de lecto-escritura de manera dual y su aprecio por el multiculturalismo.

### **ENGLISH as a SECOND LANGUAGE**

Courses in English as a Second Language (ESL) provide training in general study techniques and specific language arts strategies and concepts necessary for an understanding of core content areas. Each course aids ESL students, especially those with little previous schooling, in making the transition from remedial classes to mainstream curriculum. Students are introduced to and review correct and effective expression; interpretation of content reading; and test-taking techniques. Teachers recommend the appropriate level of instruction for the student.

### **AVID**

Our Advancement via Individual Determination (AVID) program provides students who have untapped potential with the additional skill sets that they need to get into college and excel in a higher-education environment. Traditionally, students in our honors track program have learned essential skills—such as how to study or how to advocate for themselves with teachers—from their parents, not in school. For example, family members who have successfully navigated the U.S. educational system pass these skills down to their children. Since the inception of the AVID program, Angevine has compiled an impressive research base that shows students can be taught these skills in school. Angevine offers the AVID program as a separate class that students can take in place of an elective class. To be considered for enrollment, students must apply to the program. The application process usually includes submission of a written essay, and an interview.