

# 2020-21 Course Catalog

Grade 8



Templeton Middle School



# Hamilton School District

W220 N6151 Town Line Road  
Sussex, WI 53089  
(262) 246-6471

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## Hamilton School District Mission

It is the mission of the Hamilton School District, a child-centered, progressive, pro-active organization, to ensure maximum level of achievement for each student through a respectful and active learning environment; a rigorous, relevant curriculum; and a highly qualified, caring staff in concert with our diverse community.

## Notice of Nondiscrimination

It is the policy of the Hamilton School District that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, race, color, religion, national origin (including students with limited English proficiency), ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by Wisconsin Statute Section 118.13, or because of any other reason prohibited by state or federal laws or regulation. This policy also prohibits student discrimination on the basis of any reason prohibited by federal law, including Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability). The District shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Any accommodations or program modifications granted under this policy shall be provided to students without prejudicial effect. Requests for accommodations for children with disabilities under Section 504 of the Rehabilitation Act shall be processed pursuant to the Section 504 Procedures. All District career and technical education opportunities will be offered to students on a nondiscriminatory basis (without regard to race, color, national origin, sex, disability, etc.). Information regarding such program offerings and admission criteria are included in the Student Handbooks and Course Catalogs, which are posted on the District's website ([www.hamilton.k12.wi.us](http://www.hamilton.k12.wi.us)) and available upon request from the School Guidance Office. Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent or guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel. The District shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. Requests for religious accommodations shall be made in writing and approved by the building principal. The District encourages informal resolution of discrimination complaints. A formal complaint resolution procedure is available, however, to address allegations of violations of the District's equal educational opportunities policy. Any questions concerning this policy, or policy compliance, should be directed to John Roubik, Director of Human Resources and Organizational Development, Hamilton School District, W220N6151 Town Line Road, Sussex, WI 53089, (262) 246-1973. Any questions regarding Title IX may also be referred to: U.S. Dept. of Education, Office for Civil Rights, 230 S. Dearborn, 37<sup>th</sup> Floor, Chicago, IL 60604, (312) 730-1560 or [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)



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# REGISTRATION AND SCHEDULING PROCESS

The process of registration and scheduling affords the student many opportunities to consult with parents, counselors, and staff members. The process is:

## INFORMATION DISTRIBUTION

The TMS Course Catalog and Course Selection information will be distributed to:

- Current grade 6 students during the week of March 9, 2021
- Current grade 7 students during the week of March 9, 2021

Parents are encouraged to call the school counselors if they have any questions about the courses of the course selection process.

- Mrs. Beth Buschmann, x4152      Grade 7 Blue and 7 White
- Mr. Terry Krause, x4151      Grade 7 Gold and Grade 8

Online Course Selections are due on the following dates:

- Grade 7      April 15, 2021
- Grade 8      April 15, 2021

## ALLIED ARTS ELECTIVE COURSE SELECTION

Grade 7 students can select one full year elective that alternates every other day with Fitness Education. Elective choices are:

- Art
- Chorus
- Instrumental Music (Band)
- Family and Consumer Education (F/CE)

Grade 8 students can select one full year elective and one elective that alternates opposite with Fitness Education. Daily elective choices are:

- Art
- Chorus
- Instrumental Music (Band)
- Technology and Engineering
- French I
- German I
- Spanish I

Grade 8 students can select one full year elective and one elective that alternates opposite with Fitness Education. Alternate day elective choices are:

- Art
- Chorus
- Instrumental Music (Band)
- Family and Consumer Education (F/CE)
- Drama
- Introduction to Business and Marketing

## PARENTAL INPUT

Parents who would like to provide information that relates to their child's educational needs, can write a letter to the principal by April 27, 2021.

## COURSE OF STUDY

### Grade 7

#### Academic Subjects

Communication Arts  
Mathematics  
Science  
Social Studies  
Critical Literacy

#### Allied Arts Subjects

##### Quarter Classes Daily

Exploratory German  
Exploratory French  
Exploratory Spanish  
Gateway to Technology & Engineering

##### Full Year Alternative days – odd/even

Fitness Education  
and

Elective – select 1  
Art  
Chorus  
Family and Consumer Education  
Instrumental Music

### Grade 8

#### Academic Subjects

Communication Arts  
Mathematics  
Science  
Social Studies  
Critical Literacy

#### Allied Arts Subjects

##### Full Year Daily Elective – select 1

Art  
Chorus  
French I  
German I  
Spanish I  
Technology & Engineering  
Instrumental Music – Advanced

##### Full Year Alternative days – odd/even

Fitness Education  
and

Elective – select 1  
Art  
Chorus  
Family and Consumer Education  
Instrumental Music - Advanced  
Introduction to Business and Marketing  
Drama

#### **PLEASE NOTE**

Per requirements of Response to Intervention (RtI):

- Students scoring at or below the 30% in reading or math on Measure of Academic Progress (MAP) testing will be considered for RD/MA Intervention Support, during the Advisement Period.
- Students receiving U's in academic core classes and/or students with a cumulative GPA of 1.5 or lower may also be placed in Structured Study, a guided study support class, in lieu of an allied arts or elective class.

## ACADEMIC ENRICHMENT AND SUPPORT

### ENRICHED CLASSES

The philosophy of enriched classes is to help students effectively employ increasingly high-level thinking skills, such as, critical thinking, logic problem-solving and information acquisition as they master course content. In-depth skill/research work is also promoted in specific content areas. Students are identified to participate in enriched classes by achieving high scores on standardized tests and academic achievement/grades in class.

- Grade 7 Pre-Algebra
- Grade 7 Enriched Science
- Grade 7 Enriched Communication Arts
  
- Grade 8 Algebra
- Grade 8 Enriched Science
- Grade 8 Enriched Communication Arts

### ACADEMIC SUPPORT CLASSES

At times academic support intervention is necessary to help students demonstrate mastery of content material. The following are academic support classes at Templeton Middle School. Students are identified for participation in the appropriate support class based on Measure of Academic Progress (MAP) test scores, minimal or basic proficiency on the Forward Exam, standardized tests and grades in class.

- English Language Learner (ELL)
- Flex Math
- Advisement
- Structured Study \*
- Response to Intervention (Rtl) Support \*\*

\* students receiving U's in academic core classes and/or students with a cumulative GPA of 1.5 or lower may be placed in Structured Study, a guided study support class, in lieu of an allied arts class.

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# ACADEMIC CORE SUBJECTS

## COMMUNICATION ARTS

### COURSE DESCRIPTION

Grade 8 Communication Arts further extends skills and concepts from grades 6 and 7 in the areas of reading, writing, speaking, and listening. Emphasis is placed on the writing process, sentence variety, language/word study, grammar skills, and vocabulary development. Six Trait writing is incorporated throughout the course. Students also apply critical thinking and analysis to both fictional and expository texts.

### UNITS OF STUDY

- Narrative
- Argumentative
- Creative
- Literature Analysis
- Expository and Informative

### LEARNING TARGETS

- Students will read and annotate a variety of texts to determine meaning and interpret content and structure appropriate to the purpose and audience.
- Students will use the writing process to produce pieces focusing on sentence development, organization and style.
- Students will logically and appropriately present evidence to analyze and synthesize various ideas by listening attentively.
- Students will choose vocabulary, style, and conventions appropriate to the tasks and audience.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.

### DISCIPLINARY LITERACY

- narrative, dialogue, figurative language (alliteration, onomatopoeia, imagery, rhyme, repetition, personification, simile, metaphor, assonance, personification), elements of fiction, point of view, parts of a story (characters, setting, plot, exposition, rising action, climax, falling action, resolution), theme, thesis statement, expository, inquiry, transition, plagiarism, summarizing, paraphrasing, citation, fact, opinion, evaluate, thesis statement, point of view, propaganda, persuasion, 6 trait writing (conventions, ideas, and content, organization, sentence fluency, voice, word choice), writing process (plan, compose, evaluate, revise, edit, and publish) kinds of sentences (declarative, exclamatory, imperative, interrogative), types of sentences (simple, compound, complex, compound-complex), parts of sentences (independent, dependent, phrase, clause), parts of speech (nouns, verbs, pronouns, adverbs, adjectives, interjections, conjunctions, prepositions), word stems (prefix, root, suffix, and origin)

### 21<sup>ST</sup> CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

### SUMMATIVE ASSESSMENTS

- Written Pieces (essays, stories, poems, etc.) oral and visual presentations, word study assessments.

### TEXTBOOK/MATERIALS

- Literature Grade 8, Holt and McDougall
- Daily Grammar Practice, D. Burnette
- Writer's Inc. 2000, Great Source

# ACADEMIC CORE SUBJECTS

## Pre-Algebra

### COURSE DESCRIPTION

Grade 8 Math curriculum is designed to prepare students with the necessary skills to be successful in high school Algebra. Students are expected to communicate math knowledge orally and in writing. This curriculum will continue to focus on the six strands of mathematics developed by the National Council of Teachers of Mathematics. These strands include mathematical processes, number operations and relationships, geometry, measurement, statistics and probability, and algebraic relationships. Special focus will be placed on solving, applying, and graphing both one-step and two-step equations, critical thinking, and problem-solving skills.

### UNITS OF STUDY

- Variables, Expressions, and Integers
- Solving Equations
- Multi-Step Equations and Inequalities
- Factors, Fractions, and Exponents
- Rational Numbers and Equations
- Ratios, Proportions, and Probability
- Percent
- Linear Functions
- Real Numbers and Right Triangles
- Measurement, Area, and Volume
- Data Analysis
- Angle Relationships and Transformations

### LEARNING TARGETS

- Students will demonstrate critical thinking in various problem-solving applications.
- Students will demonstrate their understanding of relationships between numbers and/or variables.
- Students will demonstrate computation and operation skills.
- Students will work with expository text, to enhance comprehension in the subject area.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.

### DISCIPLINARY LITERACY

- numerical expression, variable expression, opposites, coefficient, like terms, constant terms, equations, inequality, Distributive Property, Commutative Property, Associative Property, rational number, reciprocal, percent of change, interest, simple interest, compound interest, principal, Pythagorean Theorem, perfect square, polygon, stem-and-leaf plot, frequency table, box-and-whisker plot, factorial, dependent events, independent events

### 21<sup>st</sup> CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Financial Literacy

### SUMMATIVE ASSESSMENTS

- Graded assignments, quizzes, topic tests, common assessments, and projects.

### MATERIALS

- TI30x or TI30xII calculator



# ACADEMIC CORE SUBJECTS

## ALGEBRA

### COURSE DESCRIPTION

Grade 8 Algebra is the same course as taught at the high school level. Students participating in grade 8 algebra do not receive high school credit but are able to continue with more advanced course work in grade 9. This curriculum will continue to focus on the six strands of mathematics developed by the National Council of Teachers of Mathematics. These strands are probability, and algebraic relationships.

### UNITS OF STUDY

- Solving Equations
- Solving Inequalities
- Functions
- Systems of Equations and Inequalities
- Exponents and Exponential Functions
- Polynomials and Factoring
- Quadratic Functions and Equations
- Radical Expressions and Equations
- Data Analysis
- Probability

### LEARNING TARGETS

- Students will apply a variety of mathematical skills and strategies including reasoning, oral and written communication and appropriate use of technology when solving mathematical problems.
- Students will be able to demonstrate critical thinking in various problem-solving applications.
- Students will be able to demonstrate their understanding of relationships between numbers and/or variables be able to demonstrate computation and operation skills.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.

### DISCIPLINARY LITERACY

- Real numbers, distributive property, inequalities, absolute value equations and inequalities, functions, linear/nonlinear functions, slope, slope-intercept form, point-slope form, standard form, absolute value functions, systems exponential functions, exponential growth, exponential decay, polynomials, quadratic functions, quadratic equations, matrix, percentiles, percentile rank, permutations, combinations.

### 21<sup>ST</sup> CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Financial Literacy

### SUMMATIVE ASSESSMENTS

- Graded assignments, quizzes, topic tests, common assessments, and projects.

### MATERIALS

- TI30x or TI30xII calculator

# ACADEMIC CORE SUBJECTS

## CRITICAL LITERACY

### COURSE DESCRIPTION

Grade 8 Critical Literary expands, strengthens, and deepens skills previously taught in Grade 7. Critical Literacy views students as active participants in the reading process and invites them to move beyond passively accepting the text's message to question, examine, or question the text. Students will be immersed in informational and literary text and given opportunities to develop their critical thinking, writing, and literacy skills.

### UNITS OF STUDY

- Critical Literacy will incorporate the various core disciplines focusing on an essential question for each quarter.
- Communication Arts: How do we make choices based on our understanding of the world?
- Math: How do economic decisions impact people?
- Science: How does the use/overuse of nonrenewable resources affect the future?
- Social Studies: How does the human right of freedom impact society?

### LEARNING TARGETS

- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking skills.
- Students will purposefully write, read, discuss, and react to multiple mediums of communication.
- Students will read, interpret, and critically analyze informational and literary text to questions, examine, or dispute the author's claims or message.
- Students will develop and support arguments with evidence supported by multiple sources and mediums.
- Students will read and discuss literary and informational text to understand human experience.
- Students will read to acquire information.

### DISCIPLINARY LITERACY

- Will be infused within units of study. See **UNITS OF STUDY** section.

### 21<sup>st</sup> CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Media Literacy
- Disciplinary Literacy

### SUMMATIVE ASSESSMENTS

- Students will complete a variety of formative and summative assessments.

### TEXTBOOK/MATERIALS

- Discipline specific expository (informational) text and narrative text
- Daily reading practice, excerpts
- Grade level trade books

# ACADEMIC CORE SUBJECTS

## SCIENCE

### COURSE DESCRIPTION

Grade 8 Science integrates chemistry, waves and electromagnetic radiation, forces and interactions, and energy into an inquiry-based curriculum while making connections to engineering skills.

### UNITS OF STUDY

- Chemistry
- Waves and Electromagnetic Radiation
- Forces and Interactions
- Energy

### LEARNING TARGETS

- Students will ask questions and define problems.
- Students will plan and carry out investigations.
- Students will use mathematical and conceptual thinking to analyze data.
- Students will engage in an argument from evidence, which includes defending an explanation and collaborating with peers in searching for the best explanation.
- Students will develop and use models, which will include constructing mental and conceptual models to represent and understand phenomena and use models to explain and predict behaviors of systems or test a design.
- Students will analyze and interpret data, which will include using tables, graphs, spreadsheets, etc. to display and analyze data, recognizing patterns in data and see relationships between variables, and revising initial hypothesis when the data doesn't support it.
- Students will construct explanations and design solutions.
- Students will obtain, evaluate, and communicate information, which will include communicating findings clearly and persuasively and evaluating the validity of the findings of others.

### DISCIPLINARY LITERACY

- Control, hypothesis, variable, independent, dependent, justify, refute, support, data, observation, inference

### 21<sup>st</sup> CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Media Literacy
- Information Literacy

### SUMMATIVE ASSESSMENTS

- Science labs, quizzes, tests, and projects.

### TEXTBOOK/MATERIALS

The following may be utilized within the classroom:

- Chemical Building Blocks, Prentice Hall
- Chemical Interactions, Prentice Hall
- Forces and Motion, Prentice Hall
- Electricity and Magnetism, Prentice Hall
- Sound and Light, Prentice Hall
- Chemistry of Materials, Lab Aids
- Chemical Reactions, Lab Aids
- Online readings

# ACADEMIC CORE SUBJECTS

## SOCIAL STUDIES

### COURSE DESCRIPTION

Grade 8 Social Studies will participate in a comprehensive study of the history of the United States. Students will understand how many cultures have influences and contributed to the development of our nation. Through various activities students will also learn about the causes and effects of the Revolutionary War and the Civil War. In order to understand the basic principles of democracy and government, students will examine various political documents, primary source materials and the Constitution.

### UNITS OF STUDY

- Geography
- Colonization
- Revolutionary War
- Government
- Westward Expansion
- Civil War

### LEARNING TARGETS

- Students will demonstrate factual knowledge of the history of the United States based on units of study.
- Students will understand that the United States had a multi-cultural beginning and that multiple cultures have made significant contributions to its development.
- Students will describe the main economic, military, and political events of the Revolutionary and Civil Wars.
- Students will communicate the social, economic, and political causes and effects of the Civil War.
- Students will discuss major economic factors in the development of the United States.
- Students will demonstrate understanding of the basic principles of democracy as defined by the Constitution and other political documents.
- Students will show their understanding of how Manifest Destiny was achieved.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical literacy.

### DISCIPLINARY LITERACY

- Artifact, democracy, colony, emancipation, Constitution, revolution, economy, ratify, boycott, import, export, federalism, popular sovereignty, tariff, propaganda, siege, embargo, abolitionist, amendment, rights, law, compromise, petition, treason, nullify

### 21<sup>st</sup> CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Media Literacy
- Information Literacy

### SUMMATIVE ASSESSMENTS

- Written assignments, quizzes, tests, projects, performance tasks.

### TEXTBOOK/MATERIALS

- History Alive! The United States Through Industrialization, Teachers Curriculum Institute
- Supplementary books for each unit published by *Teacher Created Materials*

# ALLIED ARTS

**REQUIRED**

- Fitness Education

**DAILY ELECTIVE OPTIONS**

- Art
- Chorus
- French I
- German I
- Instrumental Music (Band – Advanced)
- Spanish I
- Technology and Engineering

**ALTERNATE DAY ELECTIVE OPTIONS**

- Art
- Chorus
- Drama
- Family and Consumer Education (F/CE)
- Instrumental Music (Band – Advanced)
- Introduction to Business and Marketing

***Descriptions of each course are located on page:***

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Drama	17
Family & Consumer Ed	18
French I	19
German I	20
Instrumental Music	21
Intro to Bus & Market	22
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Technology & Engr	24

**PLEASE NOTE**

Per requirements of Response to Intervention (RtI):

- Students scoring at or below the 30% in reading or math on Measure of Academic Progress (MAP) testing will be considered for RD/MA Intervention Support, during the Advisement Period.
- Students receiving U's in academic core classes and/or students with a cumulative GPA of 1.5 or lower may also be placed in Structured Study, a guided study support class, in lieu of an allied arts or elective class.

# ***ALLIED ARTS - Required***

## **FITNESS EDUCATION**

### **COURSE DESCRIPTION**

Grade 8 Fitness curriculum will challenge students to apply fitness knowledge to their personal fitness program in order to adopt a physically active lifestyle. Students also will be exposed to their final course in human growth and development at the middle school level.

### **UNITS OF STUDY**

- Team and Individual Fitness and Sports-Related Activities
- Fun with F.I.T.T. (Fitness Components, Comprehension, and Application)
- Cooperative Activities and Team Building
- Jump Rope Skills and Dance
- Human Growth and Development (Grades 6 and 8)

### **LEARNING TARGETS**

- Students will develop/maintain competency in a variety of movement skills in order to successfully participate in various physical activities that promote fitness.
- Students will use fitness assessments to set realistic and attainable personal fitness goals as well as vigorously and willfully work toward achieving those goals.
- Students will comprehend the lifetime benefits of physical fitness and how exercise improves physical health.
- Students will use critical thinking skills to solve challenges involving cooperative activities.
- Students will show value toward fitness education by displaying proper sportsmanship, communication, and teamwork.

### **DISCIPLINARY LITERACY**

- Sports skills, fitness terminology, goal setting, communication, cooperation, teamwork, creativity, F.I.T.T. principle, lifetime family and social activities

### **21<sup>ST</sup> CENTURY SKILLS**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Goal Setting

### **SUMMATIVE ASSESSMENTS**

- Quarter 1, 2, and 4: FitnessGram Fitness Tests – pushups, mile run, PACER, curl ups
- Quarter 1: written assessment (Team Fitness Activities, Fitness Testing Comprehension, and goal setting)
- Quarter 2: Benefits of Fitness/F.I.T.T. principle application written assessment
- Quarter 3: Human Growth and Development written materials
- Quarter 4: Goal Setting Reflection Written Assessment

### **TEXTBOOK/MATERIALS**

- Proper athletic footwear
- Templeton gym uniform
- SCHOOL LOCK (must be purchased at TMS)

# ***ALLIED ARTS - Elective***

Daily or Alternative Day

## **ART**

### **COURSE DESCRIPTION**

Grade 8 Art provides a unique environment where creative problem solving, reflective thinking, and collaboration interact with math, science, history, technology, and disciplinary literacy. A Variety of artists and artistic genre's will be explored as students create original work which is centered in a rigorous yet rewarding curriculum. It also serves as a foundational course for students who choose to pursue advance placement Art in high school.

### **UNITS OF STUDY**

- Drawing
- Painting – watercolor and acrylic
- Three Dimensional and Ceramics
- Art related vocabulary

### **LEARNING TARGETS**

- Students will design two-dimensional works of art by analyzing various artistic styles and techniques.
- Students will create a variety of sculptures.
- Students will analyze vocabulary related to the study of art.
- Students will construct written work that proves their knowledge of visual art.

### **DISCIPLINARY LITERACY**

- Art elements, art principles, various media and techniques, and various artists and art history

### **21<sup>st</sup> CENTURY SKILLS**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Analysis

### **SUMMATIVE ASSESSMENTS**

- Classroom project, sketchbook assignments, vocabulary assessments.

### **TEXTBOOK/MATERIALS**

- H and Ebony pencils
- Sketchbook
- Glue
- Colored pencils
- Pocket folder
- Soft eraser
- Watercolors
- Spiral notebook

# ***ALLIED ARTS - Elective***

Daily or Alternative Day

## **CHORUS**

### **COURSE DESCRIPTION**

Grade 8 Chorus is an advanced level performance class. No audition or previous experience is necessary. Students will be required to participate in several performances and occasional after school rehearsals throughout the year, including the annual Grade 8 Spring Musical.

### **UNITS OF STUDY**

- Patriot Music (in conjunction with the Annual Veterans Day Ceremony)
- A variety of musical scores
- Musical Notation
- Grade 8 Spring Musical

### **LEARNING TARGETS**

- Students will sing a wide variety of music with accuracy and expression.
- Student will learn to use musical notation and musical terminology.
- Students will relate music to other school subjects, historical periods, and cultures.
- Students will participate in all aspects in the production of a musical, including set design, choreography, characterization and singing.
- Students will evaluate their performances and the performances of others.

### **DISCIPLINARY LITERACY**

- Unison, harmony crescendo, decrescendo, legato, staccato, tempo, dynamics score, system, measure, notation, form, texture, intonation

### **21<sup>ST</sup> CENTURY SKILLS**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

### **SUMMATIVE ASSESSMENTS**

- Daily skills assessments, rhythm and vocal performance assessments, ability to read and interpret musical notation, skills assessments associated with the Grade 8 Musical.

### **TEXTBOOK/MATERIALS**

- Choral Octavos
- Musical scores



# ***ALLIED ARTS - Elective***

Alternate Day

## **DRAMA**

### **COURSE DESCRIPTION**

Grade 8 Drama will provide students with an opportunity to participate in activities designed to develop skills in the areas of storytelling, improvisation, poetry, group acting, monologues and plays.

### **UNITS OF STUDY**

- Interpersonal and intrapersonal communication
- 5 elements of voice
- Monologues and dialogues
- Set and prop preparation
- Improvisation
- Writing quality introductions
- Characterization

### **LEARNING TARGETS**

- Students will orally and physically communicate information to an audience.
- Student will create a scene based on a story.
- Students will use props and costumes to create an environment for drama.
- Students will use criticism constructively to revise and refine their own work.
- Students will use voice and expression in dramatic presentation.

### **DISCIPLINARY LITERACY**

- Improvisation, staging, blocking, mimodrama, interpersonal communication, intrapersonal communication

### **21<sup>ST</sup> CENTURY SKILLS**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

### **SUMMATIVE ASSESSMENTS**

- Oral performances in front of a live audience, written critiques of peers, written introductions, demonstrations of the effective use of the 5 elements of voice.

### **TEXTBOOK/MATERIALS**

- Internet resources
- Selected one act plays, monologues, improvisation materials
- Wisconsin Middle Level Forensics Association rubrics and critiques

# ***ALLIED ARTS - Elective***

Alternate Day

## **FAMILY & CONSUMER EDUCATION**

### **COURSE DESCRIPTION**

Grade 8 Family and Consumer Education topics are basic foods, employability skills, and personal finance. Students will gain a deeper understanding of how to read recipes, measure ingredients correctly, follow step by step directions, and work cooperatively. Students, during employability skills, will practice filling out applications, create a resume, and practice interviewing skills. Students, during personal finance, will explore the importance of saving, having good credit, and balancing account; as well as paying bills on time and making good financial decisions.

### **UNITS OF STUDY**

- Basic foods
- Employability skills
- Personal finance

### **LEARNING TARGETS**

- Students will consistently demonstrate kitchen safety procedures, measurement, and sanitation techniques.
- Students will participate in activities that help them prepare for a career by writing a resume, filling out an application, and practicing interview skills.
- Students will solve practical personal financial problems.

### **DISCIPLINARY LITERACY**

- Measurement vocabulary, safety and sanitation vocabulary, kitchen utensils
- Application, resume, interview, reference
- Check, credit, debit, down payment, gross, interest, loan, net

### **21<sup>ST</sup> CENTURY SKILLS**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Medical Literacy
- Information Literacy

### **SUMMATIVE ASSESSMENTS**

- Safety, sanitation, utensil, and measurement quiz, cooking labs, recipe reading quizzes; resume, application, interview; unit tests, vocabulary quizzes, application test, balancing accounts, writing checks.

### **TEXTBOOK/MATERIALS**

- None

# **ALLIED ARTS - Elective**

Daily

## **FRENCH I**

### **COURSE DESCRIPTION**

Grade 8 French I focus on building reading, writing, listening, speaking skills, and grammatical structure in the target language. Topics include school, family, pastimes, geography, and travel. Cultural topics are integrated throughout the calendar year. Successful completion of French I enables the students to take French II at the high school level.

### **UNITS OF STUDY**

- Others and I
- School and pastimes
- Family and home life
- Travel, culture, and geography in the French-speaking world
- Dining and shopping
- The French Revolution and Marie Antoinette
- France in World War II

### **LEARNING TARGETS**

- Students will acquire, interpret and apply information in written and oral format.
- Students will converse about themselves, others, and the world around them.
- Students will gain great insight about the French culture.
- Student will use present and near future tenses of regular and irregular verbs.
- Students will apply principles of correct grammar (i.e. subject/verb/adjective agreement).

### **DISCIPLINARY LITERACY**

- Grammar and parts of speech in the target language – noun, verb, adjective, adverb, preposition and conjugation

### **21<sup>st</sup> CENTURY SKILLS**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

### **SUMMATIVE ASSESSMENTS**

- Unit exams, oral and written performance assessments, vocabulary quizzes, common assessments.

### **TEXTBOOK/MATERIALS**

- Bon Voyage, Glencoe 2008
- Student Workbook (purchased at TMS for \$15.00)
- World Language Listening Lab (\$4.00 fee)
- Cultural resources
- Teacher made materials
- Internet
- Language Lab Resources

# **ALLIED ARTS - Elective**

Daily

## **GERMAN I**

### **COURSE DESCRIPTION**

Grade 8 German I focuses on building reading, writing, listening, speaking skills, and grammatical structure in the target language. Topics include school, family, pastimes, geography, and travel. Cultural topics are integrated throughout the calendar year. Successful completion of German I enables the students to take German II at the high school level.

### **UNITS OF STUDY**

- Others and I
- School and pastimes
- Family and home life
- Travel, culture, and geography in the Spanish-speaking world
- Dining and shopping

### **LEARNING TARGETS**

- Students will acquire, interpret and apply information in written and oral format.
- Students will converse about themselves, others, and the world around them.
- Students will gain great insight about the French culture.
- Student will use present and near future tenses of regular and irregular verbs.
- Students will apply principles of correct grammar (i.e. subject/verb/adjective agreement).

### **DISCIPLINARY LITERACY**

- Grammar and parts of speech in the target language – noun, verb, adjective, adverb, preposition and conjugation

### **21<sup>ST</sup> CENTURY SKILLS**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

### **SUMMATIVE ASSESSMENTS**

- Unit exams, oral and written performance assessments, vocabulary quizzes, common assessments.

### **TEXTBOOK/MATERIALS**

- Komm Mit, Holt, Rinehart, and Winston
- Student Workbook (purchased at TMS for \$15.00)
- World Language Listening Lab (\$4.00 fee)
- Cultural resources
- Teacher made materials
- Internet
- Language Lab Resources

# **ALLIED ARTS - Elective**

Daily or Alternative Day

## **INSTRUMENTAL MUSIC Band - Advanced**

### **COURSE DESCRIPTION**

Grade 8 Instrumental Music (Band-Advanced) is the culmination of the middle school band experience. Students are exposed to a large variety of styles and genres of music. The program is two-phased consisting of like instrument group lessons and full instrumental band. Band lessons are schedule during the school day. Students will miss portions of other classes to participate in lessons.

Students must have previous band experience, either through participation in Grade 7 band, private lessons, instruction, or permission from the instructor.

Students are required to participate in occasional after school rehearsals, three evening concerts, concerts at other Hamilton School District schools (during the school day), and the Wisconsin School Music Association District solo/Ensemble Festival.

### **UNITS OF STUDY**

- Preparation of Veteran's Day, Holiday, Mid-Winter, and Spring Concert Music
- Note Names/Time Signatures
- Music Terminology
- Marching Basics
- WSMA Solo/Ensemble Festival

### **LEARNING TARGETS**

- Students will develop both individual and ensemble performance skills.
- Students will play with correct posture, breath support and control in all ranges, demonstrate proper playing position, and play with correct articulation and phrasing.
- Students will play in various meters, dynamics ranges, and perform music from various genres and styles.
- Students will play and demonstrate knowledge of various key signatures, note names, and rhythms.
- Students will demonstrate knowledge of various music terminology.
- Students will evaluate their own performance and the performance of others.

### **DISCIPLINARY LITERACY**

- Embouchure, articulation, time signature, tutti, fermata, key, signature, tie, slur, dynamics, accent, d.c. al Fine, d.s. al fine, sharp, flat, natural, tempo, syncopation, tenuto, legato, enharmonic, d.c. al coda, phrasing

### **21<sup>st</sup> CENTURY SKILLS**

- Creativity
- Critical Thinking and Problem Solving
- Communication
- Collaboration

### **SUMMATIVE ASSESSMENTS**

- Twice quarterly performance grades, weekly lessons, note names/time signatures assessment, terminology assessment, 3 evening concerts, participation in WSMA Solo/Ensemble Festival.

### **TEXTBOOK/MATERIALS**

- Students will need to rent an instrument and purchase any other necessary supplies.
- Woodwinds and brass will need Intermediate Rubank Method (specific to their instrument)
- Percussion will need Alfred's Drum Method Book 2

# **ALLIED ARTS - Elective**

Alternate Day

## **INTRO TO BUSINESS & MARKETING**

### **COURSE DESCRIPTION**

Grade 8 Introduction to Business and Marketing is an exploration of the ever-changing world of business and marketing. Students will discover the many fascinating elements of running a business including business types, competition, marketing, human resources, finance, basic economics, accounting, management, and leadership styles. Students will examine career opportunities in business and marketing and explore job skills needed to success in the business world. The course culminates with students developing and implementing their own business plan that applies basic entrepreneurship concepts and the fundamental business principles studied during the year.

### **UNITS OF STUDY**

- Communication: business presentations, decision making, listening styles, technology roles
- Career Development: document creation, interviewing, management styles, conflict management
- Finance: personal finance, accounting, banking financial services, taxes, wealth management
- Marketing: advertising, fundamentals, marketing management, merchandising, promotion
- Entrepreneurship: business ownership, invention development, customer service, human resources

### **LEARNING TARGETS**

- Unit 1: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.
- Unit 2: Students will create and manage a flexible and responsive individualized learning plan in which they will continue to build upon and use to reach their future personal and career goals.
- Unit 3: Students will develop and analyze working knowledge of personal and business financial budgeting.
- Unit 4: Students will apply the concepts and strategies needed to communicate information about products, services, images, and/or to achieve a desired outcome.
- Unit 5: Students will analyze the concepts and processes associated with successful entrepreneurial performance.

### **DISCIPLINARY LITERACY**

- Unit 1: skills – analytical, personal, interpersonal, organizational, business-management.
- Unit 2: conflict, resume, cover letter, business organization, interview.
- Unit 3: economics, social security, investments, portfolio, stocks.
- Unit 4: 4P's, merchandising, demographic.
- Unit 5: ergonomics, productivity, entrepreneurship, corporation, sole proprietorship, wants, needs.

### **21<sup>st</sup> CENTURY SKILLS**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Media Literacy
- Web 2.0 Tools

### **SUMMATIVE ASSESSMENTS**

- Simulations, written and digital projects, common assessments, and written evaluations

### **TEXTBOOK/MATERIALS**

- Digital media resources.
- Internet.
- Teacher developed resources.

# ALLIED ARTS - Elective

Daily

## SPANISH I

### COURSE DESCRIPTION

Grade 8 Spanish I focuses on building reading, writing, listening, speaking skills, and grammatical structure in the target language. Topics include school, family, pastimes, geography, and travel. Cultural topics are integrated throughout the calendar year. Successful completion of German I enables the students to take Spanish II at the high school level.

### UNITS OF STUDY

- Myself and others
- School and pastimes
- Family and home life
- Travel, culture, and geography in the Spanish-speaking world
- Dining and shopping

### LEARNING TARGETS

- Students will acquire, interpret and apply information in written and oral format.
- Students will converse about themselves, others, and the world around them.
- Students will gain great insight about the Hispanic culture.
- Student will use present and near future tenses of regular and irregular verbs.
- Students will apply principles of correct grammar (i.e. subject/verb/adjective agreement).

### DISCIPLINARY LITERACY

- Grammar and parts of speech in the target language – noun, verb, adjective, adverb, preposition and conjugation

### 21<sup>st</sup> CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

### SUMMATIVE ASSESSMENTS

- Unit exams, oral and written performance assessments, vocabulary quizzes, common assessments.

### TEXTBOOK/MATERIALS

- Avancemos, Prentice Hall
- Student Workbook (purchased at TMS for \$15.00)
- World Language Listening Lab (\$4.00 fee)
- Cultural resources
- Teacher made materials
- Internet
- Language Lab Resources

# **ALLIED ARTS - Elective**

Daily

## **TECHNOLOGY & ENGINEERING**

### **COURSE DESCRIPTION**

Grade 8 Technology and Engineering is designed for students who have an interest in engineering-based design and problem solving, and would like to broaden their understanding of the technological world we live in. Students will use project-based learning to develop a depth of knowledge in computer aided drafting and design; materials and materials process; electricity and electronics; gear mechanism, automation, coding and computer science and programming; structural design and engineering; and transportation engineering. Laboratory activities will include design and fabrication in wood and plastic; 3D design and modeling; robotic design, programming, and construction; video game design and programming; electronics labs; and vehicle design in transportation engineering, and structural testing.

### **UNITS OF STUDY**

- Concepts in Technology and Engineering – Engineering Careers, 3D Modeling, Materials Engineering, Electricity
- Automation Engineering and Programming – Gear Mechanisms, Automation, Robotics, Video Game Design/Programming
- Civil/Structural Engineering – Structural Design, Residential Construction
- Transportation Engineering – Flight, Crash Safety

### **LEARNING TARGETS**

- Students will develop an understanding of engineering process and design.
- Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.
- Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- Students will develop an understanding of and be able to select and use power, energy, and transportation technologies.
- Students will develop an understanding of and be able to select and use information and communication technologies.
- Students will develop an understanding of and be able to select and use manufacturing technologies.
- Students will apply logic and creativity involved in systems thinking in order to solve complex problems.
- Students will develop and understanding of the influences of technology on history.

### **DISCIPLINARY LITERACY**

- Engineering, engineering design, isometric, orthographic, material processing, types of electrical circuits, gear mechanisms, automation, programming terms and methods, types of structures, flight terms

### **21<sup>ST</sup> CENTURY SKILLS**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

### **SUMMATIVE ASSESSMENTS**

- Projects, essay project, evaluations, tests, and quizzes

### **TEXTBOOK/MATERIALS**

- Class specific software, fabrication materials, electronics and robotics kits.