

# 2014-2015 8<sup>th</sup> Grade Course Descriptions

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## Required Courses

### **Integrated Language Arts 8 (Full Year):**

In 8<sup>th</sup> grade ILA, students strengthen skills in reading analysis and communication. Students read and write on a daily basis, engaging in activities that build on existing skills as they comprehend and analyze text, write in multiple modes, research, listen, and speak. This course focuses on the theme of challenge. Students explore challenges from multiple perspectives, personally, locally, and globally. In this level, students focus on analysis of heroic archetypes and character traits, while also reading and evaluating elements of both fiction and nonfiction texts. Students continue to hone their writing skills through projects such as writing essays to define a concept, persuade an audience, and present point of view. Student's speaking, listening, and performance skills are enhanced with opportunities for both formal and informal presentations.

### **Pre-AP Integrated Language Arts 8 (Full Year):**

Pre-AP engages students in learning all the essential knowledge and skills of 8<sup>th</sup> grade ILA while providing greater depth. Summer reading is required as it provides an avenue for Pre-AP students to both activate academic skills during the summer and to launch academic progress at the beginning of the school year. Independent reading in Pre-AP courses is structured to support students' interaction with a text through the application of close reading analysis with Pre-AP and AP reading strategies, leading to an ability to independently analyze any new text. This enhanced curriculum builds the tools necessary to succeed in high school AP classes.

### **GT Integrated Language Arts 8 (Full Year):**

*Students must be currently identified in the Frisco ISD Gifted and Talented program.*

Students will be guided through a challenging course that will allow for their analysis of a variety of literature genres. Students will be required to read and analyze both classic and contemporary novels as well as non-fiction selections, participate in thematic units, conduct in-depth research, complete individual and group projects, and write extensively throughout the year. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Critical thinking skills will be emphasized to prepare students for high school AP English courses and the AP English Literature and Composition exams, which are components of the Distinguished Achievement Program (DAP).

### **Reading Lab (Full Year):**

*This course is a supplement to the student's regular grade-level reading course and is taken in place of an elective.*

Reading is a one or two semester course for those students who struggle with basic reading competencies. Emphasis is placed on using specific reading strategies to increase skills in comprehension, vocabulary development, fluency, and reference usage. Instruction is differentiated and tailored to the individual needs of each student. The model includes experiences in whole and small group instruction, independent reading, and technology-based learning. This course is intended for remediation in reading.

### **Math 8 (Full Year):**

Within a well-balanced mathematics curriculum, the primary focal points of Math 8 representing, applying, and analyzing proportional relationships; using expressions and equations to describe relationships including Pythagorean Theorem; making inferences from data; and financial literacy.

### **Pre-AP Math 8 (Full Year):**

Pre-AP Math 8 provides capable students with a course designed to prepare them for Pre-AP Algebra I and other rigorous advanced course work in the future. In addition to the primary focal points of representing, applying, and analyzing proportional relationships; using expressions and equations to describe relationships including Pythagorean Theorem; making inferences from data; and financial literacy, the curriculum will include a rigorous problem solving component. Students should expect an additional time requirement and be willing to work independently.

### **Pre-AP Algebra I (Full Year):**

*Prerequisite: Successful completion of Pre-AP Math 7, Math 8, Pre-AP Math 8, or 80% or higher score on 8<sup>th</sup> Grade Math Exam for Acceleration (EA).*

Pre-AP Algebra I students will expand on concepts covered in regular Algebra I (functional relationships and problem solving in real situations, including, but not limited to the following: table building, coordinate graphing, equation writing and solving, operations on polynomials, factoring, and real number computation) with an intense focus on high level application, problem solving, and higher order thinking processes. Students will also develop strategies that prepare them for future Advanced Placement math courses.

*Please note: This course will require a STAAR End of Course Exam, will count for high school credit, and the grade earned will be applied to high school GPA.*

### **Pre-AP Geometry (Full Year):**

*Prerequisite: Pre-AP Algebra I*

At the middle school level, Pre-AP Geometry will be taught in an on-line format. Pre-AP Geometry covers the same topics of regular geometry (deductive and inductive reasoning, lines and angles, triangles, parallel lines, quadrilaterals, area, polygons, circles, and geometric solids) with an intense focus on problem solving, formal proof, logic, and application. Students must have a strong background in algebra and be very comfortable solving equations, working with variables, solving systems of equations, and factoring. Pre-AP Geometry will include deep study of the same topics found in regular Geometry. Students will also develop strategies that prepare them for future Advanced Placement math courses.

*Please note: This course will count for high school credit, and the grade earned will be applied to high school GPA.*

### **Math Lab (Full Year):**

*This course is a supplement to the student's regular grade-level math course and is taken in place of an elective.*

Math Lab provides a rich, supportive curriculum to assist students in mastering foundation concepts through problem solving, reinforcement of skills, and the use of small group instruction. This class will provide students with additional support to help ensure success through the use of individualized, targeted instruction and interventions.

### **Science 8 (Full Year):**

Science 8 is interdisciplinary in nature; however, much of the content focus is on Earth and space science. The strands for Grade 8 include:

- A. Scientific investigation and reasoning- allows students to develop a rich knowledge of science in the natural world by becoming familiar with modes scientific of inquiry and the diverse ways scientists study the natural world.
- B. Matter and energy- students recognize that matter is composed of atoms and examine information on the Periodic Table to recognize that elements are grouped into families.
- C. Force, motion, and energy- students experiment with the relationship between forces and motion through the study of Newton's three laws and learn how these forces relate to geologic processes and astronomical phenomena.
- D. Earth and space- students identify the role of natural events in altering Earth systems, interpret land and erosional features, learn that stars and galaxies are part of the universe, use data to research scientific theories of the origin of the universe and learn how interactions in solar, weather, and ocean systems create changes in weather patterns and climate.

### **Pre-AP Science 8 (Full Year):**

Pre-AP Science 8 provides capable students with skills designed to prepare them for the rigor and depth of the Advanced Placement program. In addition to the strand foci outlined in on level courses, Pre-AP courses are differentiated through a combination of the following:

- the depth of content presentation
- greater student responsibility for his/her learning
- slightly faster pacing
- greater complexity of thought
- development of higher-level cognitive understanding, as demonstrated through discussion and essay writing

Pre-AP Science 8 curriculum also includes a wide variety of content-focused laboratory investigations as well as a strong emphasis on expository writing in the form of lab reports. Students enrolled in Pre-AP Science 8 will also participate in the STEM Innovators Conference, completing a presentation or project over the course of the first semester.

### **US History 8 (Full Year):**

Students study the history of the United States from the early colonial period through Reconstruction. The content in US History 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material. The students will use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution and the Declaration of Independence, landmark cases of the U.S. Supreme Court, biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and artworks.

## **Elective Courses**

**NOTE:** COURSE OFFERINGS IN THE ELECTIVE AREAS ARE SUBJECT TO CHANGE AND/OR OMISSION DUE TO AN INSUFFICIENT AMOUNT OF STUDENT REQUESTS, LACK OF QUALIFIED PERSONNEL TO TEACH THE CLASS, OR FUNDING. THE STUDENT WILL BE PLACED IN THE NEXT ELECTIVE CHOICE ON THE SCHEDULE CARD FILLED OUT BY THE STUDENT AND PARENT.

### **Athletic Offerings**

#### **MIDDLE SCHOOL ATHLETICS (Full Year)**

##### **UIL Middle School Competitive Sports Information**

Frisco ISD offers the following competitive sports to middle school students:

Football	Girls' Volleyball	Basketball
Cross Country	Track	Soccer
Tennis		

#### **Athletic Class Period (Full Year):**

UIL competition and off-season conditioning are the focus of our athletic programs. To be enrolled in the athletic class period boys must participate in either football or basketball and girls must participate in either volleyball or basketball. Participation in Cross Country, Track and Soccer will occur exclusively before or after the regular school day. Students are required to maintain passing grades and outstanding behavior to participate in the athletic programs.

In order to meet the UIL age requirements for 7th grade athletics a student cannot have reached their 14th birthday on or prior to September 1st of the current school year. In order to meet the UIL age requirement for 8th grade athletics a student cannot have reached their 15th birthday on or prior to September 1st of the current school year.

#### **Strength and Conditioning (Girls and Boys) (Full Year)**

Students enrolled in this course will learn the importance of resistance training and conditioning without extracurricular competition. This class is offered in place of PE or Athletics.

#### **Tennis (Full Year\*):**

The middle school tennis class will develop players that are proficient in executing proper stroke techniques. Proper stroke techniques will be reinforced through instruction and participation in various drills. In addition, the middle school tennis players will be instructed on the rules and procedures needed to successfully participate in matches independently. Students involved in middle school tennis will be encouraged to play additional sets/matches outside of the school day.

\*Students may not attend tennis every day due to class size. They may rotate into PE for part of the time.

#### **Advanced Tennis (Full Year):**

*Pending Coach Approval*

Advanced middle school tennis students participate at a higher level by playing competitively.

## **Band Offerings**

### **Beginning Band (Full Year):**

This course is designed to teach students the basic fundamentals of band instruments (Brass, Woodwind and Percussion.) The course covers care of instruments, correct playing position, reading music and awareness of rhythm and pitch. Students will be placed into appropriate band classes upon taking an instrument test. Students are expected to practice regularly and will be required to perform in concerts throughout the year. (Instrument arrangements will be made.)

### **Concert Band I (Full Year):**

Concert Band I covers care of instruments, correct playing position, reading music and awareness of rhythm and pitch. Weekly sectionals are also employed to strengthen instrument skills as music becomes increasingly more difficult. Students are expected to practice regularly and will be required to perform in concerts throughout the year.

### **Concert Band II (Full Year):**

Concert Band II is an extension of beginning band with an emphasis on fundamentals of instrumental instruction. The course also covers care of instruments, correct playing position, reading music, and awareness of rhythm and pitch. Weekly sectionals are employed to strengthen instrument skills. Students are expected to practice regularly and will be required to perform in concerts throughout the year.

### **Symphonic Band (Full Year):**

Symphonic Band is designed to meet the needs of the advanced band student. The course covers care of instruments, correct playing position, reading music and awareness of rhythm and pitch. Weekly sectionals are also employed to strengthen instrument skills as music becomes increasingly more difficult. Students are expected to practice regularly and will be required to perform in concerts throughout the year.

## **Choir Offerings**

### **7/8 Mixed Choir (Full Year):**

Male and female singers will continue to develop and master vocal technique and sight reading skills learned in previous years. Students will learn to perform more advanced music. Students will perform in concerts throughout the year, and may have the opportunity to participate in UIL or other music competitions.

### **7/8 Treble Choir (Full Year):**

Female singers will continue to develop and master vocal technique and sight reading skills learned in previous years. Students will learn to perform more advanced music. Students will perform in concerts throughout the year, and may have the opportunity to participate in UIL or other music competitions.

### **7/8 Tenor/Bass Choir (Full Year):**

Male singers will continue to develop and master vocal technique and sight reading skills learned in previous years. Students will learn to perform more advanced music. Students will perform in concerts throughout the year, and may have the opportunity to participate in UIL or other music competitions.

## Orchestra Offerings

### Beginning Orchestra (Full Year):

No prior experience is necessary. (*Students with prior string experience read NOTE below.*) These classes meet daily and focus on establishing and developing basic musical and performance skills. During the year, all string students will combine on two or more occasions to present concerts for the parents and public. The students will also perform at one music contest. Students will be placed in classes according to instrumentation (i.e. violins/violas or cellos/basses). Prior to enrollment, a “try the instrument night” is scheduled to allow the student to have a “hands on” trial time. The director is always available to answer questions on instrument selection, instrument sizing, rentals, reconditioning of previously owned family instruments, instrument purchase and scholarship opportunities. (It is strongly recommended that parents meet with the director *prior* to purchasing an instrument.)

NOTE: Students with previous string experience or those students with previous musical experience (i.e. piano, band instrument) may elect to study privately during the summer and audition in early August for placement in Intermediate Orchestra (Level II) or Symphonic Orchestra (Level III).

### Intermediate Orchestra (II) (Full Year):

Intermediate Orchestra (Level II) is open to all students who would like to further their musical knowledge and continue instruction on violin, viola, cello or bass. This orchestra meets daily and focuses on continuing the development of musical skills in an ensemble setting. During the year, the Intermediate Orchestra will combine on two or more occasions with other performing groups to present concerts for the parents and public. The Intermediate Orchestra will perform as a non-varsity orchestra for adjudication at the Spring UIL Contest. NOTE: Students may be placed in this orchestra according to ability or scheduling conflicts rather than grade level.

### Symphonic Orchestra (III) (Full Year):

Symphonic Orchestra (III) is an **auditioned** ensemble of serious middle school string students (mostly students who study privately) who understand and are able to demonstrate correct bowing, hand positions, intonation, scales, shifting & sight-reading skills. Symphonic Orchestra meets daily and focuses on continuing the development of musical skills using a repertoire ranging from the classics to Broadway. The Symphonic Orchestra will perform as a varsity orchestra for adjudication at the Spring UIL Contest. During the year, the orchestra will combine on two or more occasions with other performing groups to present concerts for the parents and public.

NOTE: Students may be placed in this orchestra according to ability or scheduling conflicts rather than grade level. Students with previous string experience or those students with previous musical experience (i.e. piano, band instrument) may elect to study privately during the summer and audition in early August for placement.

## Theater Offerings

### Theater Arts I (Grades 7-8) (Full Year):

Theater Arts I is designed to introduce the student to the many performing and technical aspects of theater. Students will learn basic acting techniques, (stage movement, developing voice, memorizing lines, etc.), Improvisation, mime techniques, character development, basic scene study, (group and individual monologues), script analysis and performance critiquing. In small ensembles, duets and individually, students will prepare and perform scenes in class demonstrating these skills.

### **Theater Arts II (Grades 7-8) (Full Year):**

*Prerequisite: Theater Arts I*

Theater Arts II builds upon the skills learned in Theater Arts I. Students will continue to strengthen their acting skills in a variety of theatrical experiences, including reading and writing plays, as well as memorized and improvisational performance..

### **Theater Production (Grades 7-8) (Full Year):**

*Prerequisite: Theater I and AUDITION required*

Students are required to audition and get parental consent to participate in this class as it requires a commitment different from the other theater classes. Unlike the other classes, this class requires rehearsals and performances outside of regular school hours. These performances include the UIL One-Act Play Competition. Building on the skills taught in Theater I, the students will further their dramatic technique through play productions implementing the roles of actor, director and technician. This comprehensive theater study will encourage artistic discipline, sensory awareness and theater appreciation.

### **Technical Theater (Full Year):**

Students will learn the basics of technical theater including the techniques to manage and implement lights, sound, props, costumes, and sets in a production. They will learn the fundamentals of drawing and designing all the technical aspects for shows through individual and group projects in the class room as well as on the stage. Students will also have hands-on experiences in set, prop and costume construction (you will create things for a production), as well as make-up/hair design application for characters (both regular and special effects). This class allows you to expand your creativity, build teamwork skills, and develop a greater appreciation of drama behind the curtain. (No previous theater class required.)

## **Art Offerings**

### **Art I (Full Year):**

Art I will emphasize drawing techniques and design principles while studying the elements of art and various artists. Students will also work with clay, paper collage and various painting media.

### **Art II (Full Year):**

*Prerequisite: Art I*

Art II will expand on the principles and elements, while spending more time on art history and techniques of drawing and painting. The focus for the first semester will be two-dimensional work and design; second semester will include ceramics, printmaking, sculpture and weaving.

## **Foreign Language Offerings**

### **Intro to Spanish (Full Year):**

Exploratory Spanish is an exploratory Spanish course that begins the development of the basic language skills: listening, reading, writing and speaking. This is accomplished through the use of oral drills, vocabulary building, simple composition, reading assignments, dialogue, and creative writing. The course also stresses cultural awareness and understanding of the Spanish-speaking world and its impact on the United States. Students may take this course prior to taking the High School Spanish 1 Course.

## **High School Spanish I (Full Year):**

Spanish I works on the development of the four basic language skills: listening, reading, writing and speaking. This is accomplished through the use of oral drills, vocabulary building, simple composition and reading assignments, dialogue, and creative writing. The course also stresses cultural awareness and understanding of the Spanish-speaking world and its impact on the United States. This is a high school credited course. High school credit and grade points are awarded by semester. Students who elect to take this high school level course, designed to provide a solid foundation for success in Spanish II, should expect high standards and rigor, and an additional time requirement. Students may not retake Spanish I in high school if they receive credit for Spanish I in middle school. This course will follow high school grading and retest regulations.

## **Technology Offerings**

### **Multimedia I/Video Production I (Full Year):**

#### **Multimedia I-One Semester**

This course introduces the concepts of graphic design using Microsoft Office PowerPoint and the software Adobe Photoshop Elements. Using these software applications students will learn how to manipulate text, graphics, create animated GIFs and other various design projects. Students will learn the techniques needed to use digital cameras and scanners in their projects. Project organization techniques and storyboarding concepts will be introduced.

#### **Video Production I-One Semester**

This course is designed for students to investigate and increase their understanding of creating video projects from the initial planning stages to the final production phase. Scriptwriting and storyboarding concepts will be introduced. Students will learn basic video camera techniques (shot types, rule of thirds, etc.) needed for producing a quality video project. Using the software application iMovie, students will learn introductory editing techniques that will allow them to create and produce their videos.

### **Robotics (Full Year):**

Using Lego Mindstorms kits students will learn to design, build, program, and run an EV3/NXT robot. Using curriculum developed by Carnegie Mellon Robotics Academy, students will learn simple machine concepts while developing an understanding of mechanical principles and related problem solving skills. In addition, students will learn how to program using Mindstorms EV3 software, a specialized software that will allow them to use their imaginations to build and program unique robots for various challenges.

### **Broadcast (Full Year): APPLICATION REQUIRED**

*Prerequisite: Multimedia I/Video Production I*

*Students must apply for admission to this course.*

In this course, students will use the software applications Adobe Photoshop Elements and Final Cut Express to learn how to integrate digital graphics and video segments to create their projects. Students will be responsible for producing a campus broadcast that will be presented to the students, staff and community. Higher level movie editing techniques will be introduced, and students will have the opportunity to learn quality journalism techniques such as interviewing, camera presence and script writing.



### **Digital Graphics and Animation (Full Year):**

This course combines art and technology. Students will learn basic animation and design techniques and terminology. Students will create an original character, design comic strips, study the principles and history of animation, and draw daily in a sketchbook. Students will be introduced to the basic concepts of animation by using various software applications such as DigiCel FlipBook and Animation Master.

### **Multimedia II (One Semester)**

Using techniques learned in Multimedia I, students will increase their knowledge of multimedia concepts, audio and digital graphic design by creating higher level projects in PowerPoint and Adobe Photoshop Elements. Advanced techniques such as hyperlinks, graphs, animation and special effects will be introduced. The student will use a variety of multimedia products including digital cameras, digital editing software, idevices and cloud applications.

### **Video Production II (One Semester)**

Using techniques learned in Video Production I students will increase their knowledge of digital video production by creating higher level projects in Adobe Premiere Elements and Final Cut Express. Higher level movie editing techniques such as chromakey and adding special effects will be taught in conjunction with multimedia curriculum to produce public service announcements, commercials, silent films and documentaries.

## **Other Elective Options**

### **Skills for Independent Living I (Full Year):**

This laboratory course will enable students to investigate concepts and career areas in clusters such as: early childhood development, family and consumer sciences, hospitality, business, culinary arts, personal finances, and human services.

### **Yearbook (Full Year)**

*Application Required*

Using school designated software students will learn to design an all-digital, state-of-the-art yearbook. Combining journalism concepts, digital photography and editing techniques, students will learn to design an online, state-of-the-art yearbook that will be sold to the student body and distributed at the end of the school year.

### **Student Aide (Full Year):**

*Application Required*

Office aides are responsible for completing office tasks that are assigned to them. Some of these assignments could include delivering items to students/teachers, filing, stuffing envelopes, giving new students tours, making copies, sorting mail and other assigned tasks from the front office staff.

**Library Aide (Full Year):**

*Application Required*

The duties for a Library Aide include a wide variety of tasks that help us maintain and run the library. Tasks include checking books in and out, shelving books and materials, straightening bookshelves, unpacking and processing new books, watering plants, cleaning AV equipment, moving furniture, running errands, laminating materials, designing bulletin boards and special displays, and assisting with special library events like the book fair or author visits.

**Health and Teen Leadership (Full Year Course Paired together as 1):****Health Education (One Semester):**

Students enrolled in this course will develop knowledge and skills to address adolescent health issues. Students gain a better understanding of the knowledge and behavior they use to safeguard their health, particularly pertaining to health risks. Major areas of study will include fitness, nutrition, mental/emotional health, substance abuse, and interpersonal relationships. High school credit (.5) and high school GPA points will be awarded.

**Teen Leadership (One Semester):**

Teen Leadership is a program in which students develop leadership, personal, and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. Students will develop skills in public speaking and communication and an understanding of personal image. They will also develop an understanding of the effects of peer pressure and will develop skills to counteract those effects. Finally, they will develop an understanding of the need for vision in goal setting, both personally and professionally.