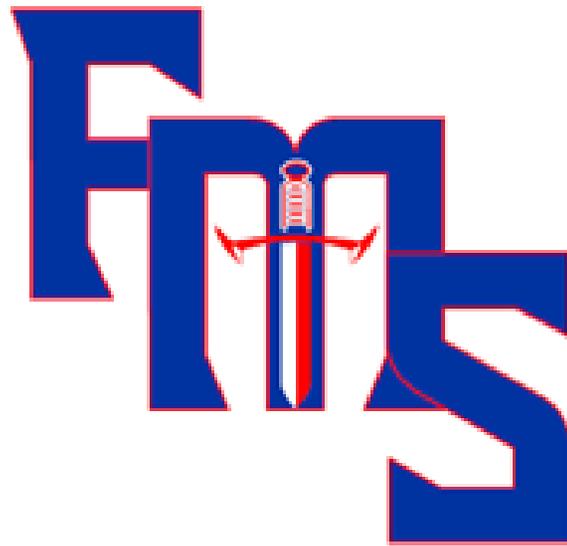


FOUNTAIN MIDDLE SCHOOL

C O U R S E D E S C R I P T I O N S 2 0 2 1 - 2 0 2 2



2021-2023 COLORADO TRAILBLAZER SCHOOL TO WATCH
AND
GAZETTE 2021 BEST OF COLORADO SPRINGS
BEST MIDDLE SCHOOL WINNER

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2020 COLORADO SECONDARY SCHOOL PRINCIPAL OF THE YEAR
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M I S S I O N a n d V I S I O N S T A T E M E N T S

F o u n t a i n F o r t C a r s o n S c h o o l D i s t r i c t 8

Our Vision is to empower every student to thrive as a responsible, productive, and engaged citizen by inspiring life-long learning and civic engagement, by challenging and supporting every student to achieve his/her fullest potential, and by embracing the diversity of both the local and global community.

F o u n t a i n M i d d l e S c h o o l M i s s i o n S t a t e m e n t

Fountain Middle School, in partnership with families and the community, delivers opportunities for students to learn in a safe, tolerant, and positive environment focused on a rigorous, in-depth, and rich curriculum in order to foster college and career readiness.

M I D D L E L E V E L P R O G R A M A T F O U N T A I N

The middle school is the school in the middle – the bridge between the elementary school and the high school – between childhood and adolescence. By providing team collaboration at all grade levels, we will continue to provide a smooth transition for all students from elementary to middle level and middle level to high school. The needs of individual students are determined and provided for by grade-level teams, support staff, the gifted and talented coordinator, counselors and administrators. Our elective programs at FMS are intended to provide students with a variety of experiences and exposure to ideas and topics, which they can pursue later in their careers.

MIDDLE LEVEL PROGRAM AT FMS (con't)

During the first few days of school students receive an orientation to the school, discuss expectations and procedures and learn how to use the school agendas. Daily announcements and pertinent information are distributed to students during their academic core block. Teams of teachers meet on a daily basis to plan units, discuss student progress and determine classroom rules, expectations, procedures and consistency in discipline. Each grade-level academic team is comprised of four teachers who share a common planning time. The administrative team consists of the principal, three assistant principals, and a dean of students. Each assistant principal and counselor is assigned to grade-level teams. Administrators and counselors meet weekly with grade-level teaching teams to discuss student performance, academic progress and school business. Special education teachers and gifted and talented instructors plan and co-teach with the other teachers.

The middle school philosophy utilizes an academic **core** block schedule, which consists of Language Arts, Math, Science and Social Studies. The team of teachers share responsibility for the academic development for the group of students within their team. The teams plan and coordinate instruction, monitor each student's progress, schedule activities within a designated block of time, utilize a variety of teaching styles to meet the needs of students, and confer with parents about academic progress. All students have exploratory opportunities, with sixth grade students experiencing a variety of exploratory classes in nine-week block sessions.

OVERVIEW OF KEY MIDDLE SCHOOL COMPONENTS

Team Teaching

Students have more time with one group of teachers who work cooperatively to assess learning needs and plan together to design appropriate teaching units.

Interdisciplinary Teacher Organization

“Interdisciplinary” means that teachers are from different subject areas. Groups of teachers, usually from two to five, share the same students, the same schedule and the same part of the building. They also share responsibility for planning the instruction in more than one area of the curriculum.

Flexible Scheduling

Blocks of scheduled time allow for staff and students to study topics in greater depth and allow for quality learning experiences and enriching activities. In addition, it provides an opportunity for students to study interdisciplinary units and for teachers to present material in an integrated format.

M I D D L E L E V E L C O U R S E O F S T U D Y

The basic middle school instructional program represents minimum requirements that provide a solid foundation in the basic core areas of language arts, mathematics, science and social studies while encouraging exploration of the fine arts, practical arts, a second language and physical education.

In addition to the minimum requirements, middle school will continue to provide those elective courses that best serve the educational needs, interests and abilities of their students. Twelve semesters of electives will be available during sixth, seventh and eighth grade years.

<u>Required Content Area</u>	<u>Years Offered</u>	<u>Semesters Required</u>
Language Arts	6,7,8	6
Mathematics	6,7,8	6
Social Studies	6,7,8	6
Science	6,7,8	6

E L E C T I V E P R O G R A M

The elective courses are Art, Music, Foreign Language, Engineering Technology, Computer Technology and Physical Education. The intent of the elective program is to provide basic orientation and exposure to curriculum subject areas. Students are prepared for making choices later in their middle school years where more complex courses and projects are offered. The elective courses have great potential for helping middle school students identify their own interests, appreciate fine and applied arts, and develop some rudimentary concepts and skills in the areas concerned. After giving one or two years to exploration, students who are committed to a continuous involvement in a particular elective curriculum may select that particular subject area for further application, appreciation and development. This approach contributes to the development of citizens who can effectively communicate, gather and use information, make responsible decisions, and adapt to the challenges of the future.

Students in 6th grade will have the opportunity to choose an elective a full-year music course and then be rotated through a variety of four courses with one being a physical education. Student who choose not to have a music class will have a rotation of eight classes with one being a physical education class. These classes will be a quarter in length.

Elective Content Area

Fine Arts	7,8
Art, Music (Band, Choir), Foreign Language, Journalism, Film Study,	
Practical Arts	7,8
STEM, Robotics, Woods, Project Lead the Way, Computer Science, Physical Education	

Middle School Academic Credit Requirements 2020-21

What do credits mean in high school?

At the high school, where all courses are usually the same number of hours, often meeting every day, students earn one credit for a course that lasts all year, or a half credit per course per semester. This credit is formally known as a Carnegie Unit. Students at Fountain-Fort Carson High School must earn 24 credits to successfully complete high school as follows:

Required credits/courses for high school	
English	4
Math	3
Science	3
Social Studies	3
Physical Education (1 semester must be taken in 9 th grade year)	1.5**
Health (must be taken in 9 th grade year)	0.5
Academic Electives (2 semesters/1 year World Language required)	4
General Electives	4
Fine Arts	1
Total	24

What do credits mean in middle school?

Based on district data trends from 2017-2019, successful academic transition from middle school (8th grade) to the high school (9th grade) continues to be a significant concern. To better prepare our middle school students for the academic transition to high school, 8th grade students must earn the following:

Required credits/courses for 8 th grade students	
Area	Credits
English	1
Math	1
Science	1
Social Studies	1
General Elective	1
Total	5

Academic Electives include English, Math, Science, Social Studies, and World Language (in excess of the 1-year World Language Requirement)

**Students participating and passing two full years of JROTC will be allowed to waive 1 Physical Education Credit.

**Students participating and passing two semesters of Marching Band will be allowed to waive 1 Physical Education Credit.

What if a student does not earn credit for a course in the first semester?

Credits earned will be tracked each semester. If a student does not earn the required credits in first semester, he/she will:

- Be enrolled in intervention courses related to the course(s) failed in the first semester.
- Successfully complete intervention courses - credit will be given upon completion of the intervention requirements.
- Students will be strategically placed in math or reading intervention during Success Skills. Then based on intervention outcomes, students may or may not also be enrolled in on-line courses for credit recovery.
- Students can recover credits during intervention courses by demonstrating progress and proficiency in learning targets.

What if a student does not earn credit for a course in the second semester?

Credits earned will be tracked each semester. If a student does not earn the required credits in second semester or recover first semester credits, he/she will:

- Be required to enroll in summer school (at no cost) in the course(s) failed in the second semester.

What if a student does not earn 5 credits by the end of the summer school session?

If a student does not earn all 5 credits by the end of the summer school session, two options will be considered:

- 1-2 unearned credits: Student will be enrolled into the Freshman Academy at Fountain-Fort Carson High School.
- 3 or more unearned credits: Student will be recommend for enrollment in 9th grade at Welte Education Center.

What if an 8th grade student transfers to a district middle school during the year?

Based on the Interstate Compact, students will not be held accountable for unearned credits from previous middle school. However, each student transcript will be reviewed and if needed, intervention courses will be assigned as appropriate.

All students will be held accountable for meeting credit requirements during attendance in District 8 middle schools.

*****Any student who has not successfully earned 5 credits during the 8th grade year may not be able to participate in the Crossover Ceremony at the end of the school year. Final determinations for participation will be the decision of school administration.***

Can a middle school student earn high school credit?

Three criteria are required for middle school courses to be transcribed for high school credit:

1. The middle school student must prove he/she is academically prepared for high school coursework through a placement examination or pre-requisite coursework.
2. The middle school teacher is qualified to teach the subject in high school.
3. The course must implement curriculum and assessments equal to or the same as the high school course.

MIDDLE LEVEL PROGRAM AT FOUNTAIN—Middle School Academic Credits (con't)

Current middle school courses for high school credit:

- Spanish 1/HS Spanish (2 semesters)
- Pre-AP Algebra I
- Geometry
- German I (Colorado Digital Learning Services on-line course)

HOW CAN YOU HELP YOUR STUDENT ACHIEVE SUCCESS?

1. Hold high expectations.

Let your student know that you expect his or her best effort.

2. Make it clear that you value education.

Talk frequently with your student about his/her goals.

3. Make good work habits the rule.

Provide time and space for your student to do school work. Help him/her learn to organize and to prioritize work.

4. Be an educational partner.

Work with the school and with your student's teachers. Don't hesitate to call or make an appointment to see a teacher or administrator.

5. Model playing by the rules.

Students need to respect school rules and benefit from knowing how to work within the system to create change.

6. Help your student be responsible.

Early adolescents need to understand that their actions have consequences, both positive and negative.

7. Stay involved in your student's life.

Middle school students become involved with new friends and activities and these may change frequently throughout the middle school experience.

8. Be a good listener.

Middle school students can be non-communicative. Students still need and value your input.

9. Volunteer at school!



Fountain Middle School Post-Secondary Pathways

Beliefs

- Students who demonstrate an awareness of post-secondary opportunities can better prepared.
- Students who prepare for post-secondary readiness continually demonstrate high school-readiness through their exposure to potential career pathways and investing in their time and efforts within a designated pathway.
- Pathways are designed to help guide student exploration and make suggestions, not to require students to choose a life-committing track.

	<p>Business, Marketing and Public Administration Pathway</p>	<p>Agriculture, Natural Resources and Energy Pathway</p>	<p>STEM, Arts, Design and Information Technology Pathway</p>	<p>Skills Trades and Technical Sciences Pathway</p>	<p>Health Science, Criminal Justice and Public Safety Pathway</p>	<p>Hospitality, Human Services and Education Pathway</p>
<p>PATHWAY DESCRIPTIONS</p>	<p>Students who are interested in pursuing a profession that meets the needs of the demanding labor market in Colorado, follows a track towards government-related supports, and desires to lead organizations and communities to prosper.</p>	<p>Students who are interested in pursuing a profession that meets the growing need for innovation to meet society's growing demands for agriculture, national and renewable resources, and</p>	<p>Students who are interested in pursuing a profession in information technology and media networks, art design and journalism/broadcasting, and advancing science, technology, engineering, and math.</p>	<p>Students who are interested in pursuing a profession involving a skilled trade or technical career to provide infrastructure support, transportation, and manufacturing.</p>	<p>Students who are interested in pursuing a profession in the world of health and medicine, criminal law enforcement and legal adventures, and coordinating public safety needs and emergency resources.</p>	<p>Students who are interested in pursuing a profession strengthening the well-being of individuals and families, managing resources, and functioning as a provider of consumer goods and services.</p>
<p>PATHWAY DOMAINS</p>	<ul style="list-style-type: none"> • Management and Administration • Finance • Marketing • Government and Public Administration 	<ul style="list-style-type: none"> • Agriculture, Food and Natural Resources • Energy 	<ul style="list-style-type: none"> • STEM • Arts, A/V Technology and Communication • Information Technology 	<ul style="list-style-type: none"> • Architecture and Construction • Manufacturing • Transportation, Distribution and Logistics 	<ul style="list-style-type: none"> • Health Science • Law, Public Safety, Corrections and Security 	<p>Hospitality and Tourism Human Services Education and Training</p>
<p>YouScience Aptitudes</p>	<ul style="list-style-type: none"> • Inductive Reasoning • Sequential Reasoning • Numerical Reasoning 	<ul style="list-style-type: none"> • Inductive Reasoning • Spatial Visualization 	<ul style="list-style-type: none"> • Inductive Reasoning • Spatial Visualization • Idea Generation • Numerical Reasoning 	<ul style="list-style-type: none"> • Inductive Reasoning • Spatial Visualization • Numerical Reasoning 	<ul style="list-style-type: none"> • Inductive Reasoning • Idea Generation 	<ol style="list-style-type: none"> 1. Inductive Reasoning 2. Sequential Reasoning 3. Idea Generation
<p>YouScience Amplifiers</p>	<ul style="list-style-type: none"> • Numerical Computation • Visual Memory 	<ul style="list-style-type: none"> • Hand-Eye Coordination • Pattern Memory 	<ul style="list-style-type: none"> • Numerical Computation • Visual Memory • Pattern Memory 	<ul style="list-style-type: none"> • Numerical Computation • Hand-Eye Coordination • Pattern Memory 	<ul style="list-style-type: none"> • Associative Memory • Hand-Eye Coordination 	<ul style="list-style-type: none"> • Associative Memory • Pattern Memory

FOUNTAIN MIDDLE SCHOOL

COURSE DESCRIPTION

Fountain Middle School Post-Secondary Pathways Con't)

Foundation Courses	<ol style="list-style-type: none"> 1. Science 2. PreAP Math 3. PreAP English Language Arts 4. PreAP Social Studies 	<ol style="list-style-type: none"> 5. PreAP Science 6. Math 7. English Language Arts 8. PreAP Social Studies 	<ol style="list-style-type: none"> 1. PreAP Science 2. PreAP Language Arts 3. Math 4. Social Studies 5. Intro to Programing 6. Intro to Cyber Security 	<ol style="list-style-type: none"> 1. PreAP Science 2. PreAP Math 3. English Language Arts 4. AP Social Studies 5. Construction Management 	<ol style="list-style-type: none"> 1. PreAP Science 2. Math 3. English Language Arts 4. PreAP Social Studies 	<ol style="list-style-type: none"> 1. Science 2. Math 3. PreAP English Language Arts 4. Social Studies
Supporting Courses	<ol style="list-style-type: none"> 1. Digital Art 2. Digital Photography 3. Intro to Programing 4. Intro to Cyber Security 5. Spanish/Foreign Languages 6. Literature Alive 7. Video Production 8. Personal Finance (Digital) 9. Intro Accounting (Digital) 10. Economics (Digital) 	<ol style="list-style-type: none"> 1. PLTW Energy and the Environment 6th Grade Science Enrichment 2. Art 3D 3. Agriscience 1 (Digital) 4. Principals of Agriculture, Food, and Natural Resources (Digital)] 5. Renewable Technologies (Digital) 6. Forestry and Natural Resource Energy (Digital) 	<ol style="list-style-type: none"> 1. STEM 2. Drones and Robotics 3. CS Discovery 4. Digital Art 5. Digital Photography 6. Journalism 7. Video Production 8. Computer Science for Makers 9. Medical Technology (Digital) 10. Medical Terminology (Dig) 	<ol style="list-style-type: none"> 1. PLTW Design ad Modeling 2. PLTW Magic Electron 8th Grade Science Enrichment 3. Computer Science for Makers 4. Intro to Pluming (Digital) 	<ol style="list-style-type: none"> 1. PLTW Medical Detectives 7th Grade Science Enrichment 2. Advanced Sports and Conditioning 3. Lifetime Fitness 4. Partners in PE & Partners in Art 5. Journalism 6. Band 7. Choir 8. Medial Technology (Digital) 9. Medical Terminology (Dig) 10. Veterinary Science (Digital) 11. Criminology (Digital) 	<ol style="list-style-type: none"> 1. Journalism 2. Partners in PE & Partners in Art 3. Sources of Strength 4. Literature Alive 5. Video Production 6. Digital Art 7. Band 8. Choir 9. Psychology (Digital) 10. Sociology (Digital)
Supporting Activities	<ol style="list-style-type: none"> 1. Student Council 2. NJHS 3. WEB 4. Sources of Strength 5. Creative Writing Club 6. D&D Club 7. Knowledgeable Bowl Team 8. Board Games Club 9. Drama & Theater Club 10.FCA 11.AVID 12.Ticket to Success 13.UCC Pre Collegiate 14.PSAT Assessment 	<ol style="list-style-type: none"> 1. TikTok Club 2. Gamers Club 3. Knowledgeable Bowl Team 4. Art Club 5. Board Games Club 6. Makerspace 7. FTC Robotics 8. Rubik's Cube Club 9. Marine Biology Summer Learning Experience Trip to Florida 10. Ticket to Success 11. UCC Pre Collegiate 12. PSAT Assessment 	<ol style="list-style-type: none"> 1. TikTok Club 2. Comic Con Club 3. Creative Writing Club 4. Gamers Club 5. Harry Potter Club 6. Knowledgeable Bowl Team 7. Art Club 8. Makerspace 9. FTC Robotics 10. Rubik's Cube Club 11. AVID 12. UCC Pre Collegiate 13. PSAT Assessment 	<ol style="list-style-type: none"> 1. Sports and Athletics 2. Wrestling Club 3. Cheer Club 4. Knowledgeable Bowl Team 5. Art Club 6. Makerspace 7. FTC Robotics 8. Rubik's Cube Club 	<ol style="list-style-type: none"> 1. Student Council 2. NJHS 3. WEB 4. Sources of Strength 5. Sports and Athletics 6. Wrestling Club 7. Creative Writing Club 8. Cheer Club 9. Knowledgeable Bowl Team 10. Board Games Club 11. Drama & Theater Club 12. FCA 13. Ticket to Success 14. UCC Pre Collegiate 15. PSAT Assessment 	<ol style="list-style-type: none"> 1. Student Council 2. NJHS 3. WEB 4. Sources of Strength 5. Comic Con Club 6. Creative Writing Club 7. Cheer Club 8. D&D Club 9. Harry Potter Club 10. Knowledgeable Bowl Team 11. Drama & Theater Club 12. BBSH (Band) 13. Jazz Band 14. FCA 15. AVID
High School Pathways	<ol style="list-style-type: none"> 1. Marketing 2. Management and Administration 3. Finance 	<ol style="list-style-type: none"> 1. Agriculture, Food and Natural Resources 	<ol style="list-style-type: none"> 1. STEM 2. Arts, A/V Technology and Communication 3. Information Technology 	<ol style="list-style-type: none"> 1. Architecture and Construction 	<ol style="list-style-type: none"> 1. Health Science 	<ol style="list-style-type: none"> 1. Hospitality and Tourism 2. Human Services 3. Teaching and Training

PRE - ADVANCED PLACEMENT

Pre-Advanced Placement (Pre-AP) is consistent with the College Board's Advanced Placement Program policies. Pre-AP is not a prescribed curriculum. Teachers learn content specific and wider pedagogical strategies to help students learn a subject in depth, engage in active questioning, develop analytical reasoning, problem solving and communication skills. Pre-AP also forms disciplined study habits that can contribute to continued success with academically challenging courses at the high school level and beyond. Pre-AP classes include Math, Science, Language Arts, Social Studies, Foreign Language, and Performing and Fine Arts. Parents and students will be notified about this placement prior to the student's academic school year. Please note that homework time will significantly increase and simultaneous class projects may occur.

PRE-AP CLASSES

Advanced classes require that students have above grade-level performance in math, reading or writing. These classes incorporate high levels of skill development in order to meet the needs of high-achieving students. Advanced classes are offered in the following areas:

Pre-AP Math - Grades 6 & 7

Pre-AP Algebra - Grade 8

Pre-AP Language Arts - Grade 6, 7 & 8

AVID: ADVANCEMENT VIA INDIVIDUAL DETERMINATION

AVID is to ensure that students in the "middle" will:

- succeed in a rigorous curriculum,
- will enter mainstream activities of the school (e.g. sports, student government, clubs, etc.),
- and will become self-aware, educated and responsible participants and leaders in a democratic society.

Only a limited number of students are selected for the AVID program.

The focus of the program is to teach skills needed for students to be successful in college prep courses and college course work. AVID creates a student community within the school where students receive individual academic support, academic monitoring, and tutoring. The writing process, socratic questioning, collaborative learning, and higher level reading comprehension are the core strategies of the program. In addition, students are taught study skills, test preparation, time management, and higher level thinking practices and advanced social skills.

SUCCESS SKILLS PROGRAM

The Success Skills Program at Fountain Middle School was developed to provide the opportunity for 6th, 7th and 8th grade students to be involved in a variety of quality educational and study skill activities which supplement and enrich the basic instructional program. CMAS preparation will be integrated throughout the various sessions. Students will work on individual data folders, giving them the opportunity to set goals around standards and previous performance, as well as chart their performance and growth.

GIFTED AND TALENTED PROGRAM

The G/T Program at FMS is committed to providing on-site assistance, advocacy, resources and support for gifted students, their parents and teachers. Gifted students have a unique approach to learning that may not always be appreciated by those around them. Providing students, parents, and educators with the tools to effectively deal with the challenges presented by gifted learners is a key feature of the gifted program at FMS.

Each year, a building plan for gifted services is designed to meet the specific needs of the FMS community. The primary goal of the building plan is to ensure gifted and talented students at FMS realize their potential and contribute to a better life for all. The building plan will focus on providing challenging educational opportunities for ALL students and to show evidence of achievement gains for G/T students in CMAS proficiencies, grades, and other indicators of academic growth. The plan may also include provisions to facilitate talent development, encourage social and emotional growth, support future planning, and promote habits of good citizenship.

A D V I S O R Y

This year, FMS will be implementing an Advisory period at the end of the day called Trojan Time. This time will pair students with a grade level teacher and other students in their same grade (but not necessarily their team) and will focus on character development and team building. It will also allow students access to their classroom teachers twice per week to make up work or get some added support when needed. Throughout the year, we will hold school wide team building competitions and events to boost teamwork, cooperation and connectedness to FMS and each other. Please read below for some more information on the mission of Trojan Time.

T h e F M S A d v i s o r y P r o g r a m “ T r o j a n T i m e ”

Trojan Time teachers will engage students in character development, team building, and provide academic support. Teachers will work purposefully to teach respect for self and others and to develop a sense of community and stewardship at FMS and beyond. Through this time, teachers and students develop a strong rapport with one another and will encourage and challenge one another to be their best in all aspects. Teachers will support students as they set goals and monitor progress and will assist students in providing updated communication to parents via a digital resume. Trojan time will aim to develop leaders, teammates, responsible citizens to the community and engaged learners.

T r o j a n T i m e ...

- Provides a place for students to find community with one another and one educator who builds student social/emotional capacities, mentors, advocates for, and provides daily accountability of character and academics
- Builds trust, rapport, team building and friendship
- Creates opportunities for students in multiple advisories to come together to engage in friendly competition and team building events
- Sets apart a specific time in each school day for educators to teach lessons on character development, and for students to be reflective on their goals and academics
- Allows for student ACCESS to their teachers for additional academic conferencing and support

MULTI-TIERED SYSTEM OF SUPPORTS

MTSS is the practice of providing high quality instructional intervention matched to student needs, using learning rate over time and level of performance to make important educational decisions. MTSS provides a tiered system of intervention beginning at the classroom level and providing levels of interventions depending on individual student needs in addition to the classroom. The FMS Problem Solving Team is composed of various school personnel who meet to provide assistance to students who are having academic or behavioral difficulties in school. This team implements a problem solving approach to identify and intervene in response to students' social, emotional, behavioral and academic needs.

SCHOOL WIDE SYSTEM FOR STUDENT SUCCESS

ACADEMIC INSTRUCTION

Intensive, Individual Interventions

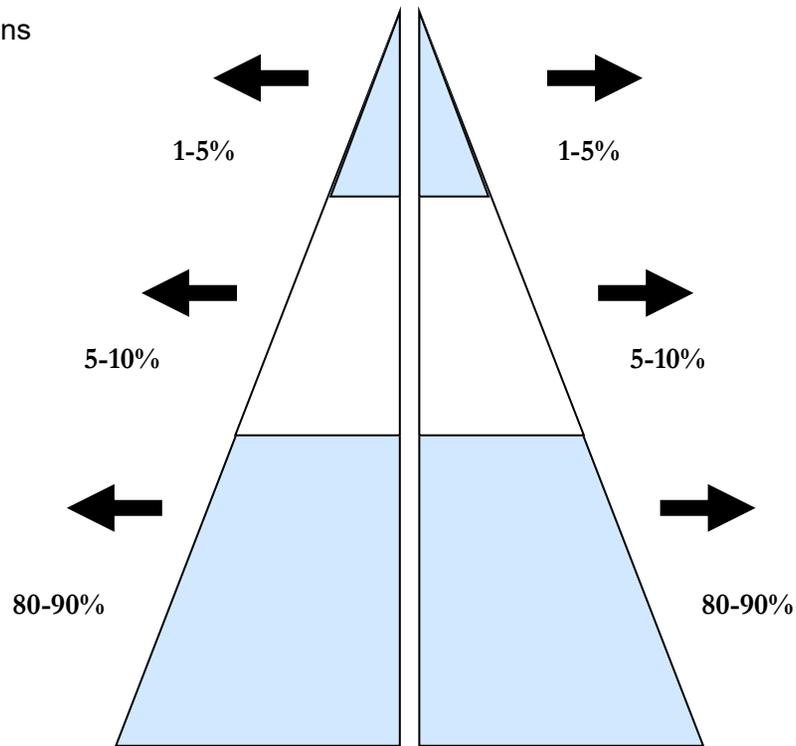
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid Response

Universal Interventions

- All settings, all students
- Preventive, proactive



BEHAVIORAL INSTRUCTION

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid Response

Universal Interventions

- All settings, all students
- Preventive, proactive

POSITIVE BEHAVIORAL & INTERVENTION SUPPORTS

We promote and endorse a safe and secure learning environment for all students through the implementation of Positive Behavioral & Intervention Supports (PBIS). PBIS is a proactive approach to discipline that creates the climate where students are encouraged and recognized for doing things the right way. PBIS integrates the teaching of valued outcomes and social skills, practices these skills, and reinforces the demonstrated use of these skills and outcomes through positive student recognition.

TROJAN

PERSEVERE

RESPECT

INTEGRITY

DISCIPLINE

EFFORT

Fountain Middle School tailors PBIS practices and strategies to match the current needs of our school, students and community by providing the positive and supportive interventions necessary to make students successful. PBIS compliments Response to Intervention with the similar philosophy of tiered interventions targeting individual student needs. Utilizing the phrase **Trojans PRIDE**, staff and students focus on **Persevere**, **Respect**, **Integrity**, **Discipline** and **Effort** in all settings across the FMS campus.

SPECIAL EDUCATION

Special education teachers, working with the special needs of students, interact and assist teachers and students. Most assistance to teachers comes in the regular classroom and through consultation (individually or in the core team) for the purpose of assisting in instructional planning, modification or evaluation. Assistance to students happens in regular classrooms, resource rooms or skill classes. The program focuses on developing and implementing basic academic, vocational, and social-emotional skills necessary for future success.

ATHLETIC PROGRAM

ATHLETIC PROGRAM

The FMS Athletic Program is designed to further the development of positive attitudes including both the social and the psychological objectives. Psychological objectives include the development of self-confidence, self-discipline, and personal accountability.

Social objectives include the ability to work cooperatively with others, and the development of sensitivity and respect for one's opponents.

The FMS athletic handbook for parents and athletes can be accessed on the FMS website.

FALL SPORTS

Cross Country
Football
Volleyball
Girl's Soccer

WINTER SPORTS

Boys Basketball
Girls Basketball
Wrestling

SPRING SPORTS

Boy's Soccer
Softball
Track

Athletics is Monday – Friday (4-545)

CLUBS & AFTER SCHOOL

AYPYN (Army Youth Programs in Your Neighborhood) is designed to locate and support the development of high quality and high interest after school spaces in the communities where large concentrations of Army families reside. AYPYN definition of high quality and high interest after school programs are programs that provides a variety of activities (academics included) that youth choose to be involved in and find enjoyable and/or rewarding.

The program must provide youth the opportunity to have positive and meaningful interactions with adults. All students are eligible to participate in all activities under AYPYN.

Funding is based on the daily attendance of Army connected youth to include Army Active Duty, Army Civilian, activated Army National Guard, and activated Army Reserve.

Schedule

Clubs and Activities are Monday – Thursday (4-5)

Goal

The program helps FMS students to focus on education and enhance social skills by providing positive learning environments through, tutoring, homework help, workshops to enrich their knowledge and skills in their areas of interest. Our priority is always the safety and success of every student in the after school program.

Who can attend the program?

All students of FMS are eligible to attend.

Does it cost?

It's FREE.

NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society is a group of students with a grade point average of 3.6 and above and an average citizenship grade of 4 or above. To qualify, students must be able to show dedication to service, leadership, academics, and citizenship. They assume responsibilities to help others. NJHS is student led and our activities throughout the year vary. This year NJHS helped raise some money for Hurricane victims and also participated in the Pennies for Patients drive for Cancer patients. We also participated in the



Fountain Trunk or Treat during Halloween. We have also taken some college visits to UCCS, CU Boulder, and we are planning on the Air Force Academy. We were also able to take a trip to the local Pioneers Museum. Throughout the year we meet twice a month and often have guest speakers and talk about college, high school, and careers.

SOURCES OF STRENGTH

Mission: Our mission is to provide the highest quality evidence-based prevention for suicide, violence, bullying and substance abuse by training, supporting, and empowering both peer leaders and caring adults to impact their world through the power of connection, hope, help and strength.

Sources of Strength also offers a 6th grade elective. In that elective Sources of Strength is always thinking of ways to make the learning process active. Active Learning is particularly critical when it comes to learning about and engaging in our mental health and wellness.



We strive to:

Play games.

Make art. Laugh.

Laugh a lot.

Engage in conversations and dialogue with Peer Leaders about the topics we are working to address.

Ask questions.

Listen to the answers.

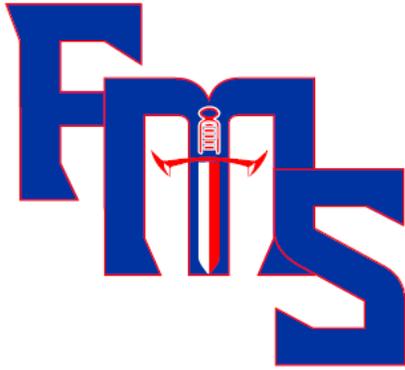
Share authentically.

Address and talk about conflict.

Tell stories.

Create space for life, learning, and growth to happen.

Explain things when necessary, but when possible, have the Peer Leaders do the explaining, teaching, and modeling with one another.



STUDENT COUNCIL

The Fountain Middle School Student Council is comprised of a representative group of students who provide leadership and a communication link between students, staff, administration, parents, and community. Student leadership groups focus on school spirit, fundraising, school incentives, and some community/ school service.

Interested students should listen to the announcements and come to the first meeting of the year, Tuesday, August 20, 2019. No application necessary, all students welcome.

WEB

The purpose of WEB ("Where Everybody Belongs") is to provide a smooth transition from Elementary to Middle School. 8th Grade WEB leaders establish connections with 6th graders to show them around the building before school starts, answer questions about Middle School and give advice about being a middle school student. Eighth grade WEB leaders will teach character lessons throughout the year. Our goal is for 8th Grade WEB leaders to form a bond with their 6th grade groups and build a friendship throughout the entire school year.



LANGUAGE ARTS

LANGUAGE ARTS 6

In Language Arts, sixth graders will engage in a wide range of nonfiction and real-life reading experiences. From the reading, they will be able to generate questions, make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures. Students will analyze literature, determine theme and compare and contrast texts in different forms or genres. Students will then be able to write with a clear focus, coherent organization, sufficient elaboration, and detail. Writing skills will be an essential tool during the course of the year. Students will learn to gather information from a variety of sources, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

LANGUAGE ARTS 7

Seventh grade language arts will continue focus on writing, challenging students to write with a clear focus, coherent organization, sufficient elaboration, detail and using correctly cited text evidence. . This year will also center on reading a wide range of nonfiction and real-life reading experiences more complex literature that will increase fluency and comprehension.

LANGUAGE ARTS 8

In language arts, the students will focus on improving their comprehension and interpretation of a variety of 8th grade texts. The students will be exposed to a wide range of nonfiction texts, narrative essays, short stories, novels, poetry, and dramas. Students will also be learning about literary terminology, grammar, vocabulary, persuasive techniques, etc. This will promote the transition from a basic literary analysis to a more complex way of thinking about what they read. Another key area is writing. Students will learn the important elements of becoming an advanced writer of short answer questions, short constructed responses, and extended written responses, and research projects. Lastly, to improve their speaking skills, students will be involved in several Socratic seminars, debates, academic conversations, speeches, and presentations.

A D V A N C E D C O U R S E W O R K R E Q U I R E M E N T S

The advanced level courses are offered to students that have demonstrated mastery in that subject area. Mastery is determined by meeting standards in 3 of the 4 criterion listed below:

Success in previous level subject. Maintained A or B in course.

CMAS score of Proficient or higher.

Performance Scantron and Scantron Achievement assessment scores in advanced category.

Exemplary behavior.

P R E - A P L A N G U A G E A R T S 6

In Pre-AP Language Arts, sixth graders will continue reading a wide range of nonfiction and real-life reading experiences. From the reading, they will be able to generate questions, make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures. This advanced course will move at a faster pace and challenge students to think at a higher level. Writing skills will continue to be an essential tool during the course of the year. Students will learn to gather information from a variety of sources, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

P R E - A P L A N G U A G E A R T S 7

Above grade-level reading performance is required for the sophisticated fiction and non-fiction material used in this course. Vocabulary development and composition assignments incorporate higher levels of skill development. Composition, study and thinking skills are emphasized and incorporated in all language areas. This advanced course will move at a faster pace and challenge students to think at a higher level. Needs teacher recommendation.

P R E - A P L A N G U A G E A R T S 8

In Pre-AP language arts, the students will focus on improving their comprehension and interpretation of a variety of 9th grade texts. The students will be exposed to a wide range of nonfiction texts, narrative essays, short stories, novels, poetry, and dramas. Students will also be learning about literary terminology, grammar, vocabulary, persuasive techniques, etc. This will promote the transition from a basic literary analysis to a more complex way of thinking about what they read. Another key area is writing. Students will learn the important elements of becoming an advanced writer of short answer questions, short constructed responses, and extended written responses, and research projects. Lastly, to improve their speaking skills, students will be involved in several Socratic seminars, debates, academic conversations, speeches, and presentations. This course does move at a progressively faster rate and does require the students to work on various projects, independent novel studies, etc. outside of class.

MATH 6

This course is designed to meet the Colorado State Standards for mathematics. Students will use computers, calculators, and manipulatives in the study of dividing fractions, decimals, integers, ratio and rate problems, geometry, probability and developing understanding of statistical thinking and algebraic reasoning. Students will be asked to apply an appropriate process to solve problems created from real-life situations. And modeling in a variety of forms. FMS also focuses on 21st Century skills including critical thinking and reasoning.

MATH 7

This course is designed to meet the Colorado State standards for mathematics. Students: analyze and apply proportional relationships, simplify expressions and solve multi-step equations, use operations and properties of rational numbers to solve real world problems, draw inferences about populations, and investigate chance processes. Computers, calculators, and manipulatives will be used.

MATH 8

This course is designed to meet the NCTM standards for mathematics. Students study geometric transformations, functions, graphing equations, solving two-step equations, solving and graphing inequalities, computing surface area and volume of three-dimensional figures, computing with exponents and scientific notation, studying applications of percent, using statistics and probability, computing square roots, using the Pythagorean Theorem to solve problems, and study of elementary trigonometry. Calculators, computers, and manipulatives will be used.

ADVANCED COURSE WORK REQUIREMENTS

The advanced level courses are offered to students that have demonstrated mastery in that subject area. Mastery is determined by meeting standards in 3 of the 4 criterion listed below:

Success in previous level subject. Maintained A or B in course.

TCAP score of Proficient or higher.

Performance Scantron and Scantron Achievement assessment scores in advanced category.(80%tile)

Exemplary behavior.

PRE - AP MATH 6

This course is designed to meet the Colorado State Standards for mathematics. The purpose of this course is to meet the needs of high-achieving students who enjoy mathematics at a fast pace. Students will study all the 6th grade standards in addition to the 7th grade operations with rational numbers, working with two-step expressions and linear equations ratios and rate problems, integers, coordinate graphing, and beginning algebraic equations. They will be asked to apply the basic skills from these topics to real world, problem-solving situations.

PRE - AP MATH 7

This course is designed to meet the Colorado State Standards for mathematics. The purpose of this course is to meet the needs of high-achieving students who enjoy mathematics at a fast pace. Students are expected to be able to learn independently, to be able to resolve higher-level mathematical problems, to do sustained study of a topic, and to apply mathematical skills in new areas of application. The content of the course is pre-algebra: functions, linear equations, solving systems of equations, properties of the real number system, solving multi-step equations, and statistics and probability. Computers, calculators, and manipulatives will be used. Needs teacher recommendation.

PRE - AP ALGEBRA 8

This is a rigorous 8th grade math course with emphasis on developing pre-algebra skills. Students will build on content knowledge, use mathematical models, collaborate, communicate and use appropriate technology to be prepared for college or career. The instructional units are broken down into activities in the SpringBoard Mathematics books. Students have access to the textbook online, which also has additional practice resources. Students are guided through concepts to help foster a strong ability to model and reason when problem solving. The specific units of study throughout the year are:

Equations
Geometry
Functions
Numerical Relationships
Probability & Statistics

SCIENCE 6

Students will be able to identify and explain key concepts in Earth Systems Science. In Earth systems, students will begin the year with exploring the concepts of the universe, galaxies, solar systems, and the interactions of the Earth, moon, and sun. Continuing the year, students will evaluate Earth's hydrosphere, atmosphere including weather and climates, and the geosphere. Students will be able to explain both constructive and destructive processes that happen over time to the Earth's structure. Closing the academic year, students will use evidence to describe and identify the major geologic events in geologic time: Students research and evaluate availability, advantages and disadvantage, and the application of natural resources.

SCIENCE 7

This course applies a broad, conceptual understanding of earth and physical science. Students are introduced to scientific ideas and concepts that shape the physical world. Students will use the scientific method to examine plate tectonics, earthquakes, volcanoes, and mixtures. This course stresses the integration of ideas, making connections that form our understanding of the physical world, and basic science skills. The importance of scientific communication and thinking skills will be emphasized through the use of student-created interactive science notebooks.

SCIENCE 8

This course involves the study of atoms, how the Periodic Table is arranged, and general properties of matter including mass, weight, volume, and density during first quarter. Second quarter will focus on phases & properties of matter and physical & chemical changes as well as elements, compounds, and mixtures. As the new year begins, the following topics will be covered: the transformations and conversions of energy, waves, sound, and light. The year will end with motion & how it relates to Newton's Laws and forces & how they affect the motion of an object.

SOCIAL STUDIES

SOCIAL STUDIES 6

Sixth grade Social Studies will enhance student skills in Geography by developing spatial understanding, perspectives, and personal connections to the world, as well as identify how their lives are impacted by government, economics, and finances. During the second semester, students will examine key people, events, and ideas over time and demonstrate knowledge in Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.

SOCIAL STUDIES 7

This course is a comprehensive study of World History, which includes the broad history of humankind, with a more concentrated focus from the Prehistory to the Renaissance. Students are introduced to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they now live.

SOCIAL STUDIES 8

In 8th grade Social Studies we will study U.S. History from early Colonialism through Reconstruction after the Civil War. Along the way we will study in depth the Revolutionary War, U.S. Government, Westward Expansion, and the Civil War. We will also incorporate economics, geography, civics, and history standards as we focus on argumentative writing. As we study the past, we will apply many of the events to modern day issues.



INTERVENTIONS

Fountain Middle School has prioritized the need for students to receive additional daily intervention or enrichment. This class is called Success Skills. During this time, students will be placed in a Language Arts Intervention, Math Intervention, Life Skills class, or in a Science or Social Studies Enrichment program depending on their particular needs. The teachers at Fountain Middle School work directly with the elementary teachers, FMS building administration and counseling team to identify the proper placement of students within these classes based on student data. Students meeting grade level expectations in Language Arts and Math, and who are not in need of additional Life Skills support will be placed in an enrichment class.

LITERACY INTERVENTION PROGRAM 6, 7, 8

Literacy intervention classes are designed to meet the requirements set forth in through MTSS plans. Any student who does not meet grade level proficiency in reading may be scheduled into a tutorial class specifically geared to address a variety of reading difficulties. Classes may focus on one or more of the five components of reading that include phonics, phonemic awareness, vocabulary, fluency, and comprehension. Students are continuously assessed to measure growth and evaluate instructional needs.

MATH INTERVENTION PROGRAM 6, 7, 8

Math tutorials at Fountain Middle School are designed for the student needing extra help in mathematics. Research indicates that students not performing at grade level benefit from additional time on task. To meet this need, intervention classes during success skills are available for students identified with specific areas of deficiencies in math. Students are identified through placement testing, and classes consist of direct instruction techniques designed to help students master basic skills to leveled computerized programs such as ALEKs and Khan Academy. All tutorials consist of a limited number of students in order to provide for individualized instruction.

LIFE SKILLS PROGRAM

All Life Skills classes will include instruction in, and opportunities to become proficient in: the seven habits of highly effective teens, which include, taking responsibility for own life, define a “big” goal and mission for one’s own life, prioritizing one’s life, having a positive attitude, listening to others and then working on being heard, teamwork, renewing one’s energy level. Although these seven habits seem pretty intense. By the end of this series they are achievable! These all fall under the Colorado Comprehensive Health standards for 6th , 7th , and 8th grade. Students who are have been identified as need a third tier intervention per a MTSS plan (see page 15) will have access to this intervention.

AVID

Advancement Via Individual Determination



AVID 8

8th Grade AVID will be available for continuing and newly identified 7th grade AVID students. As 8th graders, the goal is to have all AVID students enrolled in one or more advanced classes which included algebra. Tutorial support will continue, as well as academic monitoring by the teacher. Emphasis will continue on Cornell note taking and organizational strategies, as well as preparing for college.

AVID 6th and 7th

The AVID program accepts twenty-five students, where they will be given academic support and tutorial help in order to be successful in 1 or more advanced classes. All AVID students will continue to work on test taking skills, support for reading and writing, organization and homework strategies, inquiry methods, Cornell note taking, and time management. These skills will help them become prepared for college.

GIFTED LEARNERS

GT 6, 7, 8

This one-semester course is required each year for students identified as Gifted. Students work with their Gifted peers to enhance their social-emotional skills and leadership qualities. This course meets the legal Affective Goal portion of the Gifted Advanced Learning Plan (ALP).

SCIENCE/SOCIAL STUDIES ENRICHMENT

SOCIAL STUDIES ENRICHMENT

Students not receiving GT, AVID or an intervention class will have the opportunity to engage in disciplinary literacy and enrichment in science and social studies curriculum.

SCIENCE / SOCIAL STUDIES ENRICHMENT

SOCIAL STUDIES ENRICHMENT 6, 7, 8

Students not receiving GT, AVID or an intervention class will have the opportunity to engage in disciplinary literacy and enrichment in social studies curriculum for one semester

SCIENCE ENRICHMENT 6, 7, 8

Students not receiving GT, AVID or an intervention class will have the opportunity to engage in disciplinary literacy and enrichment in science in addition to a social studies enrichment. Students enrolled in GT, AVID or an intervention class can still apply, but must receive permission from their teacher is accepted to the course.

Student can apply to participate in grade level science enrichments in lieu of the mandatory science enrichment

Energy and the Environment (6th Grade)

This course occurs during a student's Success Skills class and serves as the student's Science Enrichment Course. Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They use what they've learned to design and model alternative energy sources, as well as evaluate options for reducing energy consumption. This course requires a student application to register.

Link for applications for 6th grade Energy and the Environment: <https://forms.gle/gHFVYPXmhf7KZWKu8>

Medical Detectives (7th Grade)

This course occurs during a student's Success Skills class and serves as the student's Science Enrichment Course. Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, examine nervous system structure and function, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction. This course requires a student application to register.

Link for applications for 7th grade Medical Detectives: <https://forms.gle/ZDeqAYADaE1GSWvJA>

Science of Technology (8th Grade)

This course occurs during a student's Success Skills class and serves as the student's Science Enrichment Course. Science impacts the technology of yesterday, today, and the future. In this unit, students apply the concepts of physics, chemistry, and nanotechnology to activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nanomaterials. This course requires a student application to register.

Link for applications for 8th grade Science of Technology: <https://forms.gle/gfh2zv5wDZA1TKEQ7>

FOUNTAIN MIDDLE SCHOOL
COURSE DESCRIPTION

ELECTIVE CLASSES ARE OFFERED FOR A FULL YEAR(4 QUARTERS) OR A HALF OF A YEAR (SEMESTER OR TWO QUARTERS) OR FOR QUARTER FOR 6TH GRADE

REQUIRED ELECTIVE CLASS:

PHYSICAL EDUCATION

LEAD UP GAMES

As an introduction to Physical Education, students will work on the fundamentals of various sport and physical activities. These skills, rules and/or strategies will then be performed and applied in a wide variety of games

SPORTS AND CONDITIONING

Taking advantage of our premier weight room, this class focuses on body weight and high repetition strength training; as well as overall cardiovascular endurance through sports play and functional movements.

LIFETIME FITNESS

With a goal of creating a lifelong love of fitness, this course is designed to offer a higher level of proficiency and in-depth instruction in a variety of lifetime fitness activities such as indoor rock climbing, disc sports, weight lifting, yoga, martial arts, and more.

ADVANCED SPORTS AND CONDITIONING

(Teacher Recommendation)

This course requires permission from the instructor. This class emphasizes sport specific weight training, speed and agility, and advanced game play. Active participation is a must. Investigation of the biomechanics of functional and sports related movements with an introduction to sports nutrition. Targeted to students with a desire to participate in HS Athletics.

PARTNERS IN PE (Application Process)

This course allows students with various disabilities to work side by side with another general education student. Through building a relationship, these students experience various ways of expressing themselves physically and creatively. Students also increase their fine motor skills and learn to cope with new challenges.

FINE AND PERFORMING ARTS

BAND COURSES

WOODWIND BAND CLASS 6, 7 (FULL YEAR)

Woodwind class is open to all students at FMS. This course is designed to cater to the needs of students that play woodwind instruments which include Bb Clarinet, Flute, Bass Clarinet, Saxophone*, Bassoon*, and Oboe*. This class is offered to beginning students as well as students that may have played in band before at a different school or at the elementary level. The reason for separate classes from the other band instruments is so that students can learn proper instrument technique with students that are on the same or similar instrument. Families are responsible to purchase/ **rent** an instrument for their students, along with the “Sound Innovations” for 6th grade and “Foundations for Superior Performance” for 7th grade method books for their instrument. Please do not purchase or rent any instruments until your students has been properly assessed for their preferable instrument at our instrument demo night! This typically takes places within the first two weeks of school. If your students already has an instrument, they are more than welcome to continue playing that instrument. Recommended local music stores are Graner Music and Meeker Music. Instruments with an (*) have requirements in order to play them. 7th grade advanced band that members have the option to to perform in solo ensemble. Please contact Mr. Darpino for more information.

BRASS AND PERCUSSION CLASS, 6 , 7 (FULL YEAR)

Brass and percussion class is open to all students at FMS. This course is designed to cater to the needs of students that play woodwind instruments which include Trumpet, Trombone, Baritone, Tuba, French Horn, and Percussion*. This class is offered to beginning students as well as students that may have played in band before at a different school or at the elementary level. The reason for separate classes from the other band instruments is so that students can learn proper instrument technique with students that are on the same or similar instrument. Families are responsible to purchase/ **rent** an instrument for their students, along with the “Sound Innovations” method book for their instrument. Please do not purchase or rent any instruments until your students has been properly assessed for their preferable instrument at our instrument demo night! This typically takes places within the first two weeks of school. If your students already has an instrument, they are more than welcome to continue playing that instrument. Recommended local music stores are Graner Music and Meeker Music. 7th grade advanced band that members have the option to to perform in solo ensemble. Percussion does require previous music teacher recommendation, piano experience, or the approval of Mr. Darpino in order to play.

BAND FUNDAMENTALS , (HALF YEAR - , SEMESTER)

An introductory course into the world of band where students can explore a new instrument for the first time or further develop skills on a current instrument that are necessary to advance into a higher ensemble. Students that are in fundamental band do not require prior instrumental knowledge, but will be expected to meet the rigor and demand of a normal band class. Students are required to have their own band instrument, methods book, lock (for storage of their instrument), and understand that this class is a semester course which can lead to an opportunity to become involved into a higher and more demanding student ensemble.

BAND COURSES (CON'T)

ADVANCED BAND, 8 (FULL YEAR)

This course is for students that are in 8th grade and have been in band for at least one full year. This is a highly advanced band where students will be taught the concepts of advanced phrasing, intermediate composition, and transposition. Students will be expected to perform in 2-3 concerts, solo and ensemble, large group festival, do multiple performances with the FFCHS bands including a performance at a FFCHS football game with the Trojan Marching Band, perform in the Parade of Lights, and the Futures Concert. Students in the class will be expected to practice 150 minutes weekly. 8th grade advanced band ensemble they are required to perform in solo and ensemble.

CHOIR COURSES

BEGINNING CHOIR, 6, 7 (QUARTER [6] HALF YEAR / SEMESTER)

This course is open to any 6th or 7th grade boy or girl. Students will learn treble staff notes, basic rhythms (whole, half, quarter notes and rests) basic dynamics, Major Scales and Key Signatures, will sing a variety of musical styles/genres, and performance expectations.

ADVANCED CHOIR 6 (HALF YEAR – 2nd SEMESTER ONLY)

This course is open to 6th grade boys and girls. Students will learn more complex rhythms, advanced dynamics, apply Major Scales/Key Signatures to sight reading, apply performance expectations to CHSAA festivals and be introduced to minor scales. ***(Pre-requisite: Must complete one semester of beginning choir AND audition with Mrs. Huey.)***

ADVANCED 7TH GRADE CHOIR, 7, (FULL YEAR)

Students will learn treble and bass staff notes, complex rhythms, advanced dynamics, apply Major Scales/Key Signatures to sight reading, apply performance expectations to CHSAA festivals and be introduced to minor scales. ***(PREREQUISITE – Must audition with Mrs. Huey (or submit a recommendation from a choir teacher at previous school and/or pass a pre-test. At least one previous year of Middle School choir is preferred.)***

ADVANCED 8TH GRADE CHOIR, 8 (FULL YEAR)

Students will learn treble and bass staff notes, complex rhythms, advanced dynamics, apply Major Scales/Key Signatures to sight reading, apply performance expectations to CHSAA festivals and be introduced to minor scales. ***(PREREQUISITE – Must audition with Mrs. Huey (or submit a recommendation from a choir teacher at previous school and/or pass a pre-test. At least one previous year of Middle School choir is preferred.)***

PERFORMING ARTS

LITERATURE ALIVE! (THEATER) 6, 7, 8 (QUARTER[6]HALF YEAR/SEMESTER)

Literature Alive! is a literature-based performance class. Students will do both individual speeches and group presentations. They will read high-interest novels and stories, as well as create literature-based art projects. Musicals, Shakespeare plays, and variety shows are some of the most recent performances.

GENERAL MUSIC

GENERAL MUSIC, 7 - (HALF YEAR/SEMESTER)

This course is not specific to performing (as in band or choir,) and does not require any specific skill/talent or music performance experience. Students will learn some basic music theory: how to read and write music and a variety of foundations of music including but not limited to rhythm, melody/harmony, and dynamics. Students will also be introduced to musical eras through history, including how music has evolved over time and how it may relate to specific events in history.

BEGINNING PIANO, 6, 7, 8 - (QUARTER[6]HALF YEAR/SEMESTER)

Beginning Piano – Students will focus on introductory piano basics; basic fingerings, learning to read notes on the staff and on the piano, basic rhythms, play Major scales up to 2 flats/sharps, and play basic Major chords. Some basic theory will also be taught. Students will have an opportunity for full class instruction as well as independent practice. Students do not need to have their own piano to participate in this course. No prerequisite is required.

INTERMEDIATE PIANO, 6, 7, 8 - (QUARTER[6]HALF YEAR/SEMESTER)

Intermediate/Advanced Piano – Prerequisite: Either beginning piano class or outside piano experience. Students will learn intermediate/advanced fingerings, learn to read notes on the bass staff, learn more complex rhythms, play Major scales with more than 2 flats/sharps, and play chords. Students will have an opportunity for full class instruction as well as independent practice. Students do not need to have their own piano to participate in this course.

ART CLASSES

ART 1 6 (QUARTER)

Art Exploration: Students will experience working with drawing, painting, ceramics and mixed media production. This class is intended to inform students of the elements of art and basic art production. After completing this course, students may pursue Art 2 classes.

PRINTMAKING AND FIBER ARTS, 7 (HALF YEAR / SEMESTER)

Students will be creating art using a variety of printmaking and fiber art techniques. Some of the projects include relief style printmaking, needle felting, and batik. Art 1 is suggested but not required to take this class.

PARTNERS IN ART, 7 (HALF YEAR / SEMESTER)

This course allows students with various disabilities to work side by side with another general education student. Through building a relationship, these students experience various ways of expressing themselves physically and creatively. Students also increase their fine motor skills and learn to cope with new challenges. ***(Application Required)***

3D ART, 8 (HALF YEAR / SEMESTER)

Students will learn varying 3D techniques with a variety of materials, ranging from ceramics to recycled materials. Students will learn about both historical and contemporary styles, and how to use form and activate space to create expressive works of art.

ADVANCED ART, 8 (FULL YEAR)

This class is for students that have taken and passed art in 7th grade. Students will participate in an all year art that will explore more advanced techniques of seeing, along with extended projects that involve art criticism. Students will be encouraged to use their own styles of making while also exploring different materials. ***(Pre-requisite for the class is to have taken art at least once in 6th or 7th grade and to have passed.)***

FOREIGN LANGUAGE

SPANISH A, 6 (HALF YEAR / SEMESTER)

Proficiencies of listening, speaking, writing, as well as language learning skills will be covered in this class. Cultural aspects of the Spanish-speaking world are emphasized. Students are expected to develop some communicative competencies through participation in a variety of oral and written activities. Students will communicate in the present tense and will be using a broad range of vocabulary. Exploring Spanish A is for true beginners or those who have not taken Spanish in a long time. The course follows Blaine Ray's TPRS method that uses humor, storytelling, and group participation to develop fundamental vocabulary and grammatical structures. Focus will be on the 100 highest frequency words in Spanish, common structures, and words that sound like English.

FOREIGN LANGUAGE (CON'T)

SPANISH B, 7 (HALF YEAR / SEMESTER)

This class is a continuation of the study of Spanish from Exploring Spanish A. Students must have passed Exploring Spanish A in order to enroll in Exploring Spanish B. Proficiencies of listening, speaking, writing, as well as language learning skills will be covered in this class. Cultural aspects of the Spanish-speaking world are emphasized. Students are expected to develop some communicative competencies through participation in a variety of oral and written activities. Students will communicate in the present tense and will be using a broad range of vocabulary. Focus will be on the 100 highest frequency words in Spanish that were learned in Exploring Spanish A and move into more complex structures, in conjunction with common structures and words that sound like English. **(Prerequisite: Exploring Spanish A)**

SPANISH C, 8 (HALF YEAR / SEMESTER)

Students will learn basic communication Spanish through reading, writing, listening and speaking. This learning will take place through a variety of activities including cultural readings, pair-work and individual work. This class is for the spring semester of 8th Grade for students who took Spanish B but were not placed into High School Spanish and wish to continue. **(Prerequisite: Exploring Spanish A & B)**

SPANISH 1 - HS SPANISH, 8 (FULL YEAR)

Students will learn basic communication Spanish through reading, writing, listening and speaking. This learning will take place through a variety of activities including cultural readings, pair-work, individual work, as well as first-hand experience of the culture within the Hispanic world. Following a responsible work ethic and attitude is essential to success in this advanced course. **(Pre-requisite: Exploring Spanish A and B)**

ENGINEERING TECHNOLOGY

STEM 6 (QUARTER)

In STEM (Science, Technology, Engineering, and Math), students will use the Engineering Design Process to help solve real-world problems. We will build problem-solving, teamwork, communication, and creative thinking skills with fun, hands-on learning opportunities. Students will also learn mechanics, electronics, circuitry, and programming by building a Piper Computer. As well as design, build, and program robots to solve specific problems using the Lego Mindstorms EV3 robot kits.

ENGINEERING TECHNOLOGY (CON'T)

PLTW - DESIGN & MODELING, 7 (SEMESTER / HALF YEAR)

Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Students use tools such as the design process, computer-aided design programs (CAD), an engineering notebook, 3D printers, Laser Engraver, and CNC machines to design, model, and build objects.

PLTW - CSIM / ROBOTICS, 7 (SEMESTER / HALF YEAR)

Computer Science for Innovators and Makers (CSIM) teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, they code (blocks programming) and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students' understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices. The second half of the semester will be spent building Tetrax Prime Robots. The robotics kits include Remote Control, Autonomous Operation, and Automation Manufacturing. Students are challenged to solve real-world problems using critical-thinking, collaboration, and innovation skills. Programming is primarily drag-and-drop based graphic coding (developed using Google Blockly) with the option to transition to syntax-based coding.

PLTW - AUTOMATION AND ROBOTICS, 8 (SEMESTER / HALF YEAR)

Automation and Robotics (AR) allows students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

ENGINEERING TECHNOLOGY (CON'T)

ARDUINO & ROBOTICS, 8 (FULL YEAR)

This course provides a rigorous college and career relevant experience. Beginning with Arduino Starter Kits, students will build circuits with various electronics and program microcontrollers to make objects interactive. Mechanical, electrical, and computer software engineering are further explored as students build, wire and program various Arduino robots, culminating with a 6X6 Minds-i rover. Students will become familiar with core syntax (the language of programming), and basic control used in programming, so an interest in programming is essential in addition to the desire to build. (*Robotics, or CS Discoveries are recommended but prior experience is most important*)

INDUSTRIAL TECHNOLOGY

WOOD SHOP – 6, 7, 8 (HALF YEAR / SEMESTER)

Woodworking is a course designed to introduce students to general woodworking practices. Students will expand their knowledge and experience through various projects, lessons, and vocabulary. Students will be expected to learn about and safely use hand tools, power tools, and woodworking machinery. This course is recommended for any students interested in construction management.

CONSTRUCTION MANAGEMENT - 8 (HALF YEAR / SEMESTER)

Construction managers need to learn the basics in commercial and residential construction in addition to leadership, planning and supervisory skills. Topics will include design and drafting, blueprint development and processing, and permitting through the Regional Building Department. Students will also learn basic construction techniques to include an introduction to structure, mechanical, electrical, and plumbing.

COMPUTER TECHNOLOGY

INTRO TO COMPUTER PROGRAMMING, 6 (QUARTER)

The Computer Science Fundamentals course blends online and “unplugged” activities to teach students computational thinking, problem solving, programming concepts and digital citizenship.

COMPUTER TECHNOLOGY (CON'T)

COMPUTER SCIENCE DISCOVERY I, 7,8 (HALF YEAR)

This is an introductory computer science course that empowers students to create authentic artifacts and engage computer science as a medium for creativity, communication, problem solving, and fun. Units to be covered: Unit 1 – The Problem Solving Process , Unit 2 – Web Development, and Unit 3 – Interactive Games and Animations.

INTRO TO CYBER SECURITY, 8 (HALF YEAR, 2ND SEMESTER ONLY)

Intro to CyberSecurity prepares students for the TestOut IT Fundamentals Pro and CompTIA IT Fundamentals (FC0-U61) certification exams. Students considering careers in information technology will use multiple learning formats to acquire foundational concepts, knowledge and skills.

DIGITAL MEDIA, 6 (QUARTER)

Digital Media is a course designed to educate students on the ever-changing digital world, as well as to provide hands-on experience with industry standard software and equipment. ... Topics covered in Digital Media classes include graphic design, animation, audio production, video production, and web design

DIGITAL ART / PHOTOGRAPHY, 7 8 (HALF YEAR, SEMESTER)

Students will be introduced to digital photography and several different image editing platforms. Students will use their digital photos to produce a digital portfolio. Areas to be covered: artist statement writing, photography description writing, basic photo composition (rule of thirds, leading lines, framing, etc.), basic lighting techniques (front, back, side, diffused, etc.), basic photo editing (using different platforms.), various camera modes and their uses, different types of photo composition to include: macro photography, line photography, portraits, landscape, action, still life, candid, fine art, black and white, food photography, street photography (and others as time allows.)

VIDEO PRODUCTION, 7 8 (HALF YEAR, SEMESTER)

Students will work together to plan, draft, create, edit and produce various different video projects that include learning how to create the Trojan News. This class will address the theory and practice of film/video production. Students will be expected to understand: camera operations, audio control, basic directing, lighting, and editing. They will also be expected to learn the terminology of video production/post-production and use this terminology competently. Areas to be covered: learn the technical aspects of video editing programs such as Movie Maker and Sony Vega, collaborative Work (this is a requirement), learn how to access and use appropriate and fair use resources (pictures, music, etc.), basic video editing equipment instruction (green screen, light box, tripods, etc.), script writing, video composition instruction, how to tell a story by combining video and audio , how to conduct proper interviews, how to conduct yourself professionally out on the field, meeting deadlines—learning how to manage time with projects.

COMPUTER TECHNOLOGY (CON'T)

TROJAN NEWS / ADVANCED VIDEO PRODUCTION, 8 (FULL YEAR)

Students will work together weekly to plan, draft, create, edit and produce videos to create The Trojan News. Students will also work on other video projects assigned throughout the year. Areas to be covered: advanced editing skills in various new platforms, collaborative work (this is a requirement), build upon knowledge of fair use sources, script writing, advanced video editing equipment instruction, continue to work on professional conduct while on the field, create larger projects with more advanced requirements, meeting deadlines—learning how to manage time with larger projects. (*Pre-requisite: Teacher Approval*)

MISCELLANEOUS OFFERINGS

WEB ELECTIVE (HALF YEAR / SEMESTER)

WEB Leaders will learn additional leadership skills and participate in a variety of leadership building activities to grow confidence and leadership skills, in addition to organizing activities for their own 6th grade WEB groups. (*MUST be a selected WEB leader*)

JOURNALISM (FULL YEAR)

This elective is available for 7th and 8th graders. The Journalism class creates content for The Arrow Student Newspaper. Students work in small groups to generate article ideas, create questions, conduct interviews, write articles, and edit their work. Topics explored will include freedom of the press, ethics in media, opinion and review writing, reporting and news writing, sports reporting, photojournalism, podcasting, and social media.

INTRODUCTION TO FILM — Talking about Movies 7,8 (HALF YEAR / SEMESTER)

Participants in *Introduction to Film* will analyze a variety of popular films to learn more about storytelling, camera angles, symbolism and other important attributes of moviemaking. The class will introduce film techniques and background notes for each film, and then watch and discuss the how the techniques are used in big-budget movies. (Students will need a signed permission slip to enroll in this elective.)