

# Woodside Course Description Guide

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# Woodside Middle School Block Schedule

Woodside Middle School operates on a modified block schedule. Student's have four 90-minute "blocks" or classes Tuesday-Friday. Student's have a total of eight different classes which are grouped into four Red day classes and four White day classes. Pink Days occur once per week, typically on Mondays. Pink days involve students attending all 8 classes for roughly 45 minutes.

- 6<sup>th</sup> & 7<sup>th</sup> grade students have one "block" of "required rotation" courses. Each course is six weeks in length and alternates every six weeks with Physical Education.
- All students take the required Integrated Solutions Block (ISB) class.
- Core classes - Language Arts, Math, Social Studies, Science, and Reading (sixth grade only)- are year long classes.
- Sixth grade students choose one full year elective course (Band, Choir, or Strings) **or** two one semester elective courses.
- Seventh and eighth grade students choose a combination of full year (two semesters) elective courses (music or foreign language) **and/or** one semester elective courses to create a total of four semesters of electives.
- All students begin their day (Tuesday-Friday) with Advisory for 20 minutes. In Advisory, students spend time working toward becoming Woodside STRONG!

## Sample 7<sup>th</sup> Grade Schedule

### RED DAY

<b>Block 1</b>	<i>7:50 – 9:20</i>	<b>Rotation</b>
<b>Block 2</b>	<i>9:25 – 10:50</i>	<b>Communications</b>
<b>Block 3</b>	<i>10:55 – 12:15</i>	<b>Social Studies</b>
<b>Block 4</b>	<i>12:50 – 2:15</i>	<b>Math</b>

### WHITE DAY

<b>Block 1</b>	<i>7:50 – 9:20</i>	<b>Science</b>
<b>Block 2</b>	<i>9:25 – 10:50</i>	<b>French</b>
<b>Block 3</b>	<i>10:55 – 12:15</i>	<b>Language Arts</b>
<b>Block 4</b>	<i>12:50 – 2:15</i>	<b>ISB</b>

### PINK DAY

<b>Red 1</b>	<i>7:30 – 8:15</i>	<b>Rotation</b>
<b>White 1</b>	<i>8:20 – 9:00</i>	<b>Science</b>
<b>Red 2</b>	<i>9:05 – 9:45</i>	<b>Communications</b>
<b>White 2</b>	<i>9:50 – 10:30</i>	<b>French</b>
<b>Red 3</b>	<i>10:35-11:20</i>	<b>Social Studies</b>
<b>White 3</b>	<i>11:25-12:10</i>	<b>Language Arts</b>
<b>Red 4</b>	<i>12:45-1:25</i>	<b>Math</b>
<b>White 4</b>	<i>1:30-2:15</i>	<b>ISB</b>

## **Woodside Middle School** **Course Selection Process**

- The course selection process for the next school year begins around Mid January.
- Current 6<sup>th</sup> and 7<sup>th</sup> grade students will be given course selection sheets along with a presentation outlining the process of course selection during their ISB class.
- Students will have about two weeks to return their completed course selection sheets which must be signed by a parent.
- Students who return their course selection sheets before or on the due date will be entered into a lottery for semester elective courses.
- Students who do not return course selection sheets by the due date will be placed into courses at the counselor's discretion.
- Woodside Middle School offers 3 World Languages: French, Latin and Spanish. All three offer a rigorous academic experience with nightly homework and provide the opportunity for students to earn high school credit. Before selecting a World Language, please understand the course may be more demanding than other course choices. It is common that the World Language courses fill to capacity each academic school year. Students may not be placed in any World Language if all fill to capacity. Since academic success in 6<sup>th</sup> grade is the best indicator for success in World Language courses, 6<sup>th</sup> grade G.P.A. (grade point average) will be used to determine placement if more requests are received than seats available. Please understand that a student who does not take a World Language in middle school may start this experience in high school.

# **Course Descriptions**

## **Language Arts**

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

Students at Woodside work to achieve proficiency on state standards and district curriculum during Language Arts class. These skills include: reading, writing, listening, speaking, and researching. Each student will write a research paper as well as create projects based on texts, practice speaking in small groups and to the class, analyze story elements, and participate in class discussions pertaining to the activities and reading pieces they will study this year. Students will work together in whole group, small groups, and independently to complete assignments and projects. This will include differentiated instruction which meets each student where he/she is and maximizes his/her opportunities for success.

### **6<sup>th</sup> Grade Honors Language**

This course integrates writing, reading, grammar, vocabulary development, and spelling. Units include vocabulary development, reading assignments, and process writing. Whenever possible, we try to make connections with other disciplines. Major projects include: Person of Conviction PowerPoint, Short story, Comic Strip, Career Exploration project, Research paper, Humor and Laughter essay, vocabulary building programs.

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

Students at Woodside work to achieve proficiency on state standards and district curriculum during Reading class. These skills include: reading, writing, listening, speaking, and researching. Each student will write a narrative as well as a research report, practice speaking in small groups and to the class, analyze story elements, and participate in class discussions pertaining to the activities and reading pieces they will study this year. Students will work together in whole group, small groups, and independently to complete assignments and projects. This will include differentiated instruction which meets each student where he/she is and maximizes his/her opportunities for success.

### **6<sup>th</sup> Grade Honors Reading**

This course integrates writing, reading, grammar, vocabulary development, and spelling. Units include vocabulary development, reading assignments, and process writing. Novels used in this course may include The Lemming Condition, The Giver, Crispin: The Cross of Lead, and The Murder of Roger Ackroyd.

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

Seventh grade language arts class will focus on increasing students' ability to explore the world and communicate with others. Students will learn to probe people and ideas through literature, catch the thoughts and imaginations of readers through writing, and influence listeners through speaking. During the entire year, students will have chances to practice presenting their ideas to partners, in small groups, and to the class. As students approach eighth grade, they will prepare to step into their world with growing confidence in their abilities. Novels used in this course may include Treasure Island, The Other Side of Truth, So Far from the Bamboo Grove.

## **7th Grade Honors Language**

Seventh grade Honors students will explore literature, writing, and speaking at an advanced level as they continue to grow in their capabilities. Students will deepen their study of people and ideas in literature through analysis, interpretation, and self-selected projects. At the same time, students will develop their abilities to influence others through speaking and writing. Novels used in the course may include *Around the World in Eighty Days*, *The Endless Steppe*, *Iron and Silk* and, *The Taming of the Shrew*.

## **8th Grade Language**

Eighth grade language students will complete daily journal reflections, daily grammar warm-ups, reading skill enhancement exercises, formal/informal composition, daily vocabulary study, weekly word stems, and regular presentations. Novels used in this course may include *Nothing But the Truth*, *My Brother Sam Is Dead*, *So B. It*, and *The Witch of Blackbird Pond*.

## **8th Grade Honors Language**

Eighth grade Honors language class will include weekly word within a word vocabulary, daily grammar warm-ups, daily journal reflections or content summaries, reading skill challenge exercises, formal/informal composition, roundtable discussions/debates, regular presentations, timed writings, and group and individual projects with presentations. Novels used in this course may include *A Break With Charity*, *To Be A Slave*, and *The Devil's Arithmetic*.

# **Math**

## **Math 6**

Sixth grade math is a grade level course designed to prepare students for 7th grade math. It engages students in problem solving, geometric and algebraic reasoning, data analysis, computation of fractions and decimals, and working with probabilities. Each of Woodside's essential skills is addressed daily in Math 6. Students practice effective communication skills through small group learning activities and occasional writings. Also, daily homework debriefing is designed to encourage students to monitor their own learning (self-improvement). Finally, every math lesson involves problem solving, connecting math to real-world applications, and the value of life-long learning.

## **Math 7**

***Prerequisite:*** *Math 6 or appropriate placement score*

Math 7 is a class designed to help students learn the foundation of mathematics needed for daily living, real world activities, and to prepare them for Pre-Algebra. Emphasis is placed on the areas of number sense, computation, algebra, geometry, measurement, data analysis and probability, and problem solving. Students are prepared for the Pre-Algebra curriculum through reinforcement of skills needed for more abstract mathematical reasoning.

## **Pre-Algebra**

***Prerequisite:*** *Math 7 or appropriate placement score*

Pre-Algebra is a course that will help students learn the mathematics they need to know for daily living in the real world and prepare them for Algebra. Students will focus on number sense, computation, algebra and functions, geometry, measurement, data analysis and probability, and problem solving through daily individual and group work, discovery activities, projects, quizzes, and tests.

## **Honors Pre-Algebra**

***Prerequisite:*** Math 7 or appropriate placement score

Pre-Algebra is a course that will help students learn the mathematics they need to know for daily living in the real world and prepare them for Algebra. Students will focus on number sense, computation, algebra and functions, geometry, measurement, data analysis and probability, and problem solving through daily individual and group work, discovery activities, projects, quizzes, and tests. This course will be taught at a level that will be appropriately challenging for the identified ALPHA student.

## **Honors Algebra I**

***Prerequisite:*** Honors Pre-Algebra or appropriate placement score

This course provides a formal development of the algebraic skills and concepts in a wide range of problem solving situations. Topics include properties of real numbers, linear equations and inequalities, relations and functions, graphing linear equations and inequalities, systems of linear equations and inequalities, polynomials, algebraic fractions, quadratic, cubic and radical equations. Algebra I thoroughly covers the mathematics required by the state of Indiana for success in high school and on the Graduation Qualifying Exam. In addition, the course provides a formal development of the algebraic skills and concepts necessary for students who will take advanced college-preparation mathematics courses. Students in this course take the Core 40 End of Course Assessment (ECA) in the spring. A passing score is required on the Algebra 1 ECA to graduate from high school. Students one to three years ahead in math will be required to fulfill all high school requirements in Algebra. Additional activities and assignments will extend beyond the grade level material based on their ability and higher order of thinking.

## **Honors Geometry**

***Prerequisite:*** Honors Algebra I

Geometry provides students with experiences that deepen the understanding of shapes and their properties. This course stresses the use of deductive and inductive reasoning as well as investigative strategies in drawing conclusions and problem solving. Topics include the study of angles, lines, planes, congruence, similarity, trigonometric ratios, triangles, quadrilaterals, other polygons, circles, spatial drawings, constructions, transformations, and polyhedral. Estimations and measurement topics are integrated throughout the course. Geometry develops an understanding of the need for proof and the use of logic in developing proof.

## **Honors Algebra II**

***Prerequisite:*** Honors Geometry

This course quickly expands the topics of Algebra I and Geometry to provide further development of the concept of functions. The expanded topics of this course include: relations and functions, linear and absolute value equations and inequalities, quadratics, conics, polynomials, algebraic fractions, logarithmic, trigonometric and exponential functions, sequences and series, counting principals and probability, mathematical reasoning and problem solving. Students in this course take the Core 40 ECA in the spring.

### **Special Policy for Middle School Students in Advanced Math Classes**

(As written by SACS School Board)

*All students in advanced math must carry a “C+” average to remain in advanced math. During the first 14 weeks of school, teachers of the advanced levels of mathematics will review the progress of students and remove those students who need to be placed in a more appropriate level of math. Parents will be contacted prior to changing a student’s schedule.*

# **Science**

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

Sixth grade science includes a general overview of many fields of study. We attempt to achieve a healthy balance between a content-oriented and a process-oriented approach to learning. Students will study topics in the life sciences and physical sciences as well as health, including human reproduction, and drug and alcohol awareness.

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

Sixth grade Honors science covers a broad range of scientific fields of study. Students study curricular topics including life sciences and physical sciences, health including human reproduction, and drug and alcohol awareness. These topics are covered using compacted content material along with advanced process skills. In addition, students are given the opportunity to explore a scientific topic of their choosing in depth through a science fair project.

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

The philosophy of the Southwest Allen County School's science curriculum states that "all students should become scientifically literate in order to live in a technologically changing society and to develop interest in and responsibility for the natural world." In this class the students will be actively involved in collecting, analyzing data and developing their critical thinking skills. The students will have a better understanding of the world and how science affects them.

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

The philosophy of the Southwest Allen County School's science curriculum states that "all students should become scientifically literate in order to live in a technologically changing society and to develop interest in and responsibility for the natural world." In this class the students will be actively involved in collecting, analyzing data and developing their critical thinking skills. The students will have a better understanding of the world and how science affects them. This Honors level course is accelerated, more in-depth, and student centered.

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

Eighth grade science is an integrated program that gives students an overview of science in their world. We cover earth, life, and physical science topics. To better convey the material we strive to create an environment that fosters an interest in the essence of science; provide opportunities to make responsible decisions; and to develop 21<sup>st</sup> Century skills which will enable students to deal effectively and efficiently with real world problems.

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

Eighth grade Honors science is an integrated program that gives students an overview of science in their world. We cover earth, life, and physical science topics. To better convey the material, we strive to create an environment that fosters an interest in the essence of science; provide opportunities to make responsible decisions; and to develop 21<sup>st</sup> Century skills which will enable students to deal effectively and efficiently with real world problems. The class differs from the academic class by the degree of complexity of content, process, and product.

# **Social Studies**

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

This course follows the Indiana Social Studies Standards for sixth grade. Students study the history, geography, economy, government and culture of the civilizations in the Americas and Europe from ancient times through the present. Because this material is new to the students, an emphasis is placed on building study skills: organizing, note-taking, reading for understanding, summarizing, and test-taking. Students write often in this class in response to assigned reading. They conduct individual and small-group research, using a variety of resources, and they present their findings in creative ways.

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

Sixth grade Honors Social Studies covers a broad range of topics. This course follows the Indiana Social Studies Standards for sixth grade. Students study the history, geography, economy, government and culture of the civilizations in the Americas and Europe from ancient times through the present. Because this material is new to the students, an emphasis is placed on building study skills: organizing, note-taking, reading for understanding, summarizing, and test-taking. Students write often in this class in response to assigned reading. They conduct individual and small-group research, using a variety of resources, and they present their findings in creative ways.

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

In this course students will study the cultures of the countries of the Eastern Hemisphere. Students will learn how civilizations change within and across eras of time. Students will learn how the past influences their lives today. The goal of the course is to instill a deeper knowledge about these cultures and to develop a deeper appreciation for people in other parts of the world. Additionally, students will continue to develop their reading, writing, and critical thinking skills that will prepare them for the next grade level and provide value in other academic disciplines.

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

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

The content of 8th grade Social Studies begins with Beringia, the land bridge theory, and concludes with the student investigation of the Reconstruction Era (beginnings to 1877). The content is broken into four main unit studies. The first unit includes the peopling of the Americas to the end of the French and Indian War (1763). The second unit focuses on the period from 1763 to 1815, or the Treaty of Paris ending the French & Indian War to the treaty ending the War of 1812. Unit three centers on the era known as the Antebellum Period. The fourth and final unit includes the study of the Civil War and its impact on institutions and beliefs.

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

The content of 8th grade Honors Social Studies begins with Beringia, the land bridge theory, and concludes with the student investigation of the Reconstruction Era (beginnings to 1877). The content is broken into four main unit studies. The first unit includes the peopling of the Americas to the end of the French and Indian War (1763). The second unit focuses on the period from 1763 to 1815, or the Treaty of Paris ending the French & Indian War to the treaty ending the War of



1812. Unit three centers on the era known as the Antebellum Period. The fourth and final unit includes the study of the Civil War and its impact on institutions and beliefs.

## **One Semester Electives**

### **Art**

***Offered grade: 7, 8***

This course will provide students with an understanding and appreciation for art. Students will be encouraged to recognize their own and others contributions to art. This course will focus on building the student's art fundamentals and creative skills. Assignments for this course will include screen painting, ceramics, and perspective drawing.

### **Communications**

***Offered grade: 7, 8***

Students in this class incorporate their own creativity and computer applications to improve their 21st century communication and technology skills. Many facets of modern day communications, technology, and computer usage are investigated. These include traditional presentations, desktop publishing, audio and video editing, computer graphics, and multimedia authoring. Students are given a chance to practice real life communications using modern day technology. During the semester they may make a television production for the web, create a claymation, build and program a robot, create a video game, explore computer programming, become proficient at digital photography and editing, design using engineering programs, and investigate resources on the web. Valuable skills that encourage self learning and instruction through online learning are also utilized. Students taking the class a second year will have an opportunity to enhance their skills and explore new cutting-edge technologies.

### **Creative Writing**

***Offered grade: 6***

This is a class for students who enjoy the writing process and wish to delve into modes of writing beyond that of their Reading/Language Arts classes. Advanced literary and writing concepts will be explored through the development of poetry/short story portfolios, critical literary analysis and interpretation of various fiction and non-fiction reading selections, and independent journaling.

### **Directed Study Hall**

***Offered grade: 6, 7 or 8***

Students are normally placed into this class by parent or teacher recommendation. Class size is kept small to give the teacher more opportunity to focus on students' individual needs. Students are given the opportunity to work on class work with support from a certified teacher.

### **Essential Language Skills 6**

***Offered grade: 6***

***Prerequisite: parent request or teacher recommendation***

Students are normally placed into this class by parent or teacher recommendation. Class size is kept small to give the teacher more opportunity to focus on students' individual needs. The teacher will use whole group, small group and one on one instruction in this class. Instruction will be geared to the students' needs and learning styles while focusing on the Indiana State Standards for writing and reading in grade six. This class focuses on building the language skills necessary to pass the ISTEP exam.

## **Essential Math Skills 6**

***Offered grade: 6***

***Prerequisite: parent request or teacher recommendation***

Students are normally placed into this class by parent or teacher recommendation. Class size is kept small to give the teacher more opportunity to focus on students' individual needs. This class focuses on building the math skills necessary to pass the ISTEP exam.

## **Essential Skills 7 (Language or Math)**

***Offered grade: 7***

***Prerequisite: parent request or teacher recommendation***

This class will utilize interactive reading, guided reading, sustained reading, writing, and vocabulary activities to build skills necessary for the ISTEP and NWEA testing. Work will be completed in small groups as well as individually. Time will be spent on study skills, study habits, and learning how to set up an effective study environment. Students will also be working on computer programs from Study Island.

## **Essential Skills 8 (Language or Math)**

***Offered grade: 8***

***Prerequisite: parent request or teacher recommendation***

This class will focus on student's individual needs. The math and language skills needed to pass the ISTEP will be covered. Organization of visa, locker, binders, and information on how to check grades will be reviewed.

## **Exploring Music**

***Offered grade: 7, 8***

Students will explore the concepts of music through practice and performance of keyboarding skills, music theory and notation lessons, music activities and music history lessons. Students will be able to identify and understand relationships between music, the other arts, and disciplines outside of the arts, as well as understanding music in relation to history and culture. The majority of the keyboard work is self-paced, and each student is graded on their own level of improvement. A computer/music workstation allows students to work on their own composition and receive a printout of their music.

## **Family and Consumer Science 8**

***Offered grade: 8***

This course will emphasize learning new cooking terms, measuring correctly, nutrition, safety in the kitchen, abbreviations, and equivalents. This course will include units in table setting, table manners, breakfast, lunch, dinner, bread, desserts, snacks, and sewing. This course will be more difficult and expand upon concepts learning in Family and Consumer Science 7. The students are required to complete one sewing project.

## **Future City**

***Offered grade: 8***

Future City is a class that ultimately leads to a Regional competition. It presents students' work based on solving a problem using the engineering design process. Because this is a long process with many steps, there are lots of tasks along the way for learning not only the engineering process, but also learning about what cities are, how they work, their infrastructure, how people build and sustain cities, and how cities are organized or zoned. Students also learn about scale and proportions, along with mapping and traits of landforms. All of this eventually becomes knowledge that makes competition possible; it helps students conduct research, create virtual cities, write an essay, make a functional model, and generate and memorize a presentation—all of which are part of their final competition score.

## **Journalism**

***Offered grade: 7, 8***

Students in this class are responsible for producing the school newspaper, yearbook, and a magazine which is published twice a year. Skills learned include interviewing, photography, page layout, page design, editing, and writing various types of articles including general news, features, sports, and editorials. Come be a part of these award-winning publications.

## **Literature**

***Offered grade: 7, 8***

This class is designed to offer an engaging elective for students who want to improve their skills and understandings in literacy. Students will enrich their literacy experiences through the use of 21<sup>st</sup> Century skills and technologies, multi-media presentations, and traditional literacy practices. This class is strongly recommended for all students because it will further prepare students for the reading expectations of the high school level.

## **Math/Science Problem Solving**

***Offered grade: 6***

The math/science problem solving class is an enrichment class that is designed to be an extension of the 6<sup>th</sup> grade curriculum in which activities are based on state standards and student interest. Students will be active learners as many of the assignments and projects are hands on exploratory based. Students will also gain awareness of how important math, science, and the ability to solve problems are used in their everyday lives.

## **Peer Tutor**

***Offered grade: 7, 8***

Peer Tutoring is an elective class where students lend a helping hand in assisting students with disabilities in classroom tasks. They ‘model’ appropriate behaviors, like sitting quietly, keeping actions socially appropriate and being a friend. In addition, the peer tutors will have the opportunity to learn about different disabilities and sign language through worksheets, quizzes and written assignments. This course will be a semester class and will be limited in size.

## **Personalized Learning Block (PLB)**

***Offered grade: 7, 8***

This one semester elective course allows students to select their own area of study and design an individualized curriculum. Students are in control of their own learning, with direct assistance from teachers. Students have flexibility to learn in ways that suit them, and they develop 21st century skills like creativity, critical thinking, collaboration and communication. Students share their projects to the class at the end of the semester and assessment is Pass/Fail.

## **Physical Education Recreation and Fitness**

***Offered grade: 7, 8***

This course provides students the opportunity to enhance their learning of personal fitness concepts and principles through a developmentally appropriate physical education elective program aligned with the Indiana Academic and Literacy Standards for Physical Education. In addition, it follows the Indiana Academic Standards for Health & Wellness. The focus of this course is the development of fitness knowledge, fitness principles, fitness strategies and fitness skills, including self-responsibility, positive social interaction, and group dynamics. Activities may include: Lifetime Sports, Recreational Sports, Walking and Jogging for Fitness, Technology, Rhythmic Activities, Cooperative Activities, Creating Games, Disability in Sports, Exploring Lifeguarding, and Athletic Training.

## **Speech and Drama**

***Offered grade: 6, 7, 8***

Speech and Drama emphasizes individual public speaking, presentation, and performance skills. Students will progress from learning individual drama techniques to presenting speeches and writing and performing plays. Students will research the history of drama and theater in Greece and Rome.

## **We the People: The Citizen and The Constitution**

***Offered grade: 8***

Students will discover the contemporary relevance of the US Constitution and Bill of Rights while developing skills in critical reading of non-fiction sources and written argument development. They will demonstrate their knowledge and understanding of constitutional principles and have opportunities to evaluate, take, and defend positions on relevant historical and contemporary issues. The program's culminating activity is a simulated congressional hearing in which students testify before a panel of judges. Students enrolled in this elective will participate in local, and possible state competitions with other schools. Some practices and competitions will likely take place outside of the normal school day.

## **Full Year Electives**

### **Student Council**

***Offered grade:*** 7, 8

***Prerequisite:*** teacher recommendation

The Student Council class is designed for 7th and 8th grade students who are interested in playing an active role in school activities. School activities include planning, advertising, and organizing student dances, spirit days, and special events throughout the school year. Students will also plan and implement the school recycling program, assist teachers and student learning, and act as mentors to new and struggling students. A committee consisting of Woodside teachers will select students for this class based on the number of students who choose this elective on their course selection sheet.

## **Music**

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

***Prerequisite:*** None

In the sixth grade band we all start out at the very beginning. No experience necessary! You will go through the process of learning how to assemble your instrument, play it properly and how to care for it. Emphasis is placed on learning the fundamentals of music as well as having fun. After parents sign their student up for band on the course selection sheet, a letter will be sent in early June informing members of the instrument selection process and the dates in August this takes place. Students will need to purchase a band shirt for the three concert performances given throughout the year. Order blanks will be sent home prior to our winter concert. You will also need a pair of black pants (black jeans are acceptable) and dress shoes to go with your band shirt. There will be a minimum of one writing exercise per semester. Participation in the concerts is required and graded. Please mark your calendars as soon as the schedule is obtained.

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

***Prerequisite:*** None

Students will practice, rehearse and perform proper vocal technique, including tone and intonation, diction, and interpretation while studying varying types and styles of music. Students perform several times throughout the school year. Participation in all concerts and performances is required. Students are required to wear Concert Attire as set by the director.

### **Beginning Strings**

***Offered grade:*** 6, 7, 8

***Prerequisite:*** None

This is a class for both beginning students and those with some experience. The class is designed to move students rapidly towards competent performance skills in a short time. Students learn basic rhythm skills, keys, and musical styles during the course of the year. The group performs at each scheduled concert at Woodside, and at contest in the spring.

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

***Prerequisite:*** 6<sup>th</sup> Grade Band

Seventh grade band students will continue to work on developing musical talents both individually and as a band. Small group rehearsals during class will continue each week as well as full band rehearsals. The seventh grade band participates in the ISSMA band contest. Students at this level are encouraged to participate in the Solo and Ensemble Contest sponsored by Indiana

State School Music Association. There will be a minimum of one writing exercise per semester. Participation in the concerts is required and graded. Please mark your calendars as soon as the schedule is obtained.

### **7th Grade Jazz Band**

***Prerequisite:*** *Audition*

The 7th grade jazz band is a separate elective class that meets for the entire year every other day. Students from the 6th grade band classes audition for a position in this ensemble. The focus is on fundamental jazz concepts and basic jazz performance skills. The students learn improvisation and have an opportunity to perform their own created music. There is no extra practice card for this course. There will be a minimum of one writing exercise per semester. Participation in the concerts is required and graded. Please mark your calendars as soon as the schedule is obtained.

### **7th Grade Choir**

***Prerequisite:*** *None*

Students will practice, rehearse and perform proper vocal technique, including tone and intonation, diction, and interpretation while studying varying types and styles of music. Students perform several times throughout the school year. Participation in all concerts and performances is required. Students are required to wear Concert Attire as set by the director.

### **Advanced Strings**

***Prerequisite:*** *6<sup>th</sup> Grade Strings preferred*

The advanced orchestra is comprised of 7th and 8th grade students who are skilled in basic performance skills on a stringed instrument. The ensemble builds upon the skills learned in 6th grade strings, and develops them to a higher level of achievement. The repertoire is more challenging in terms of technique, rhythms, and musical style. The group performs at each scheduled concert at Woodside, and at contest in the spring. Students are encouraged to participate in solo and ensemble contest which is held at the end of January, or the beginning of February. Students are also encouraged to form chamber ensembles from among themselves.

### **8th Grade Band**

***Prerequisite:*** *7<sup>th</sup> Grade Band*

Eighth grade band students will continue to work on developing musical talents both individually and as a band. Small group rehearsals during class will continue each week as well as full band rehearsals. The eighth grade band participates in the ISSMA band contest. Students at this level are encouraged to participate in the Solo and Ensemble Contest sponsored by Indiana State School Music Association. There will be a minimum of one writing exercise per semester. Participation in the concerts is required and graded. Please mark your calendars as soon as the schedule is obtained.

### **8th Grade Jazz Band**

***Prerequisite:*** *7<sup>th</sup> Grade Jazz Band or Audition*

The 8th grade jazz band is a separate elective class that meets for the entire year every other day. The focus is on fundamental jazz concepts and basic jazz performance skills. The students learn improvisation and have an opportunity to perform their own created music. There is no extra practice card for this course. There will be a minimum of one writing exercise per semester. Participation in the concerts is required and graded. Please mark your calendars as soon as the schedule is obtained.

### **8th Grade Choir**

***Prerequisite:*** *None*

Students will practice, rehearse and perform proper vocal technique, including tone and intonation, diction, and interpretation while studying varying types and styles of music. Students

perform several times throughout the school year. Participation in all concerts and performances is required. Students are required to wear Concert Attire as set by the director.

## **Show Choir**

***Prerequisite:*** Audition

Show choir is a class that is tied to the extra-curricular competitive show choir, Class Act. This class meets during the school day and performs at regular choir concerts when the show choir is not in competition season. (For example, choirs perform in the fall, holiday, and spring concerts.) In order to be in the class, you must audition and make the after-school group. The show choir class focuses on healthy singing technique, reading music, practicing choreography, and preparing the competition show for February and March of each spring. There are also many opportunities to create music and express oneself creatively.

## **World Languages** **(Full Year Elective)**

### **French I & French II**

***Offered grade:*** 7, 8

***Prerequisite:*** French I must be taken before French II

### **Latin I & Latin II**

***Offered grade:*** 7, 8

***Prerequisite:*** Latin I must be taken before Latin II

### **Spanish I & Spanish II**

***Offered grade:*** 7, 8

***Prerequisite:*** Spanish I must be taken before Spanish II

The course descriptions are identical for the three world languages: French, Latin, and Spanish. One high school credit in the appropriate Level I World Language will be awarded upon the successful completion of each two-semester Middle School World Language course.

Level I world language courses provide instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to: respond to and give oral directions and commands and to make routine requests in the classroom and in public places understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events ask and answer simple questions and participate in brief guided conversations related to their needs and interests read isolated words and phrases in a situational context, such as menus, signs, and schedules comprehend brief written directions and information read short narrative texts on simple topics; and write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. Additionally, students learn: about nonverbal communication, such as gestures and body language about awareness of current events in the cultures; the major holidays and geographical features of the countries being studied greeting and leave taking behaviors in a variety of social situations the appropriate way to respond to introductions and use courtesy behaviors; and appropriate etiquette in a variety of social settings. The student must take an active role in the learning process and is required to participate in all classroom activities that will involve speaking, role-playing, small group work, sound recording, videotape recording, oral presentations, and homework.

## **Required Rotations**

### **6<sup>th</sup> Grade Required Rotations**

#### **Art**

This course is an introduction to middle school art. While the goal of the class is to build basic skills that will lead to success later, it is important that the students have fun while learning and have some success regardless of their background in art. Much energy is spent helping students to see the world in new ways. Assignments will include introduction to styles of lettering, introduction perspective drawing, clay construction, and tempera painting.

#### **Family and Consumer Science**

The three introductory units of study in the sixth grade are babysitting, sewing, and food preparation. Students will learn the important aspects of being a competent babysitter which includes basic first aid. They will learn basic hand sewing techniques and complete a sewing project in class. The foods unit introduces students to basic cooking skills and gives them opportunities to apply those skills in lab situations.

#### **Skills and Drug Prevention**

Students will learn about the dangers and consequences of using such drugs as tobacco, alcohol, marijuana, and a variety of other drugs. Students will learn how to make good choices when confronted with drug use. The effect of advertising on young people will be discussed.

#### **Physical Education**

Physical Education at Woodside Middle School desires for ALL students to develop and maintain healthy lifestyles. Students will have the opportunity through instruction and the many activities provided to improve their fitness levels. They will be introduced to basic sports skills, lead up games, and game play. Sixth grade Physical Education class may include: basketball, dance, fitness room, Fitnessgram testing, flag football, floor hockey, indoor tennis, soccer, pyramids/tumbling, swimming, track & field, volleyball, and a variety of cooperative games.

### **7<sup>th</sup> Grade Required Rotations**

#### **Art**

This course will provide students with an understanding and appreciation for art. Students will be encouraged to recognize their own and others contributions to art. This course will focus on building the student's art fundamentals and creative skills. Assignments for this course will include screen painting, ceramics, and perspective drawing.

#### **Family and Consumer Science**

Through a variety of cooking lab experiences, the student will study basic principles of food preparation and management. The study of foods will revolve around the U.S. dietary guidelines and the food guide pyramid. Area's of study include nutrients and what they do for the body, how to use the food guide pyramid, eating disorders, breakfast unit, and fast food unit. This class focuses on wellness and nutrition.



## **Skills for Adolescence**

Students will discuss the physical, emotional, intellectual, and social changes adolescents go through. This class gives students an opportunity to talk about what is going on with them and encourages students to know they are normal and reinforces their self-worth. We will discuss such topics as self-confidence and self-esteem.

## **Physical Education**

Physical Education at Woodside Middle School desires for ALL students to develop and maintain healthy lifestyles. Students will have the opportunity through instruction and the many activities provided to improve their fitness levels and learn new fitness concepts. This opportunity will allow them to take responsibility for their own fitness and health through the development and enjoyment of physical activity. The students will continue to improve their basic sports skills as they learn more advanced skills. They will be introduced to game strategy with higher level thinking skills. They will learn about the history of the sports in which they participate. Seventh grade Physical Education class may include: badminton, basketball, dance, Fitnessgram testing, fitness room, flag football, soccer, softball, track & field, team handball, tumbling/pyramids and volleyball.

## **8<sup>th</sup> Grade Required Elective**

### **Physical Education**

Physical Education at Woodside Middle School desires for ALL students to develop and maintain healthy lifestyles. Students will have the opportunity through instruction and the many activities provided to improve their fitness levels, know and understand fitness concepts, and be able to apply them to their personal lifestyles. This opportunity will allow them to take responsibility for their own fitness and health through the development and enjoyment of physical activity. The students will improve upon their basic skills through repetition. More game strategy, with higher level thinking skills as well as court diagrams with offense and defense, are introduced. Eighth grade Physical Education class may include: basketball, dance, eclipse ball, Fitnessgram testing, fitness room, flag football, soccer, softball, team handball, tennis, track & field, tumbling/pyramids, volleyball, and team building activities.

## **Integrated Solutions Block/Technology (ISB)**

**(Required)**

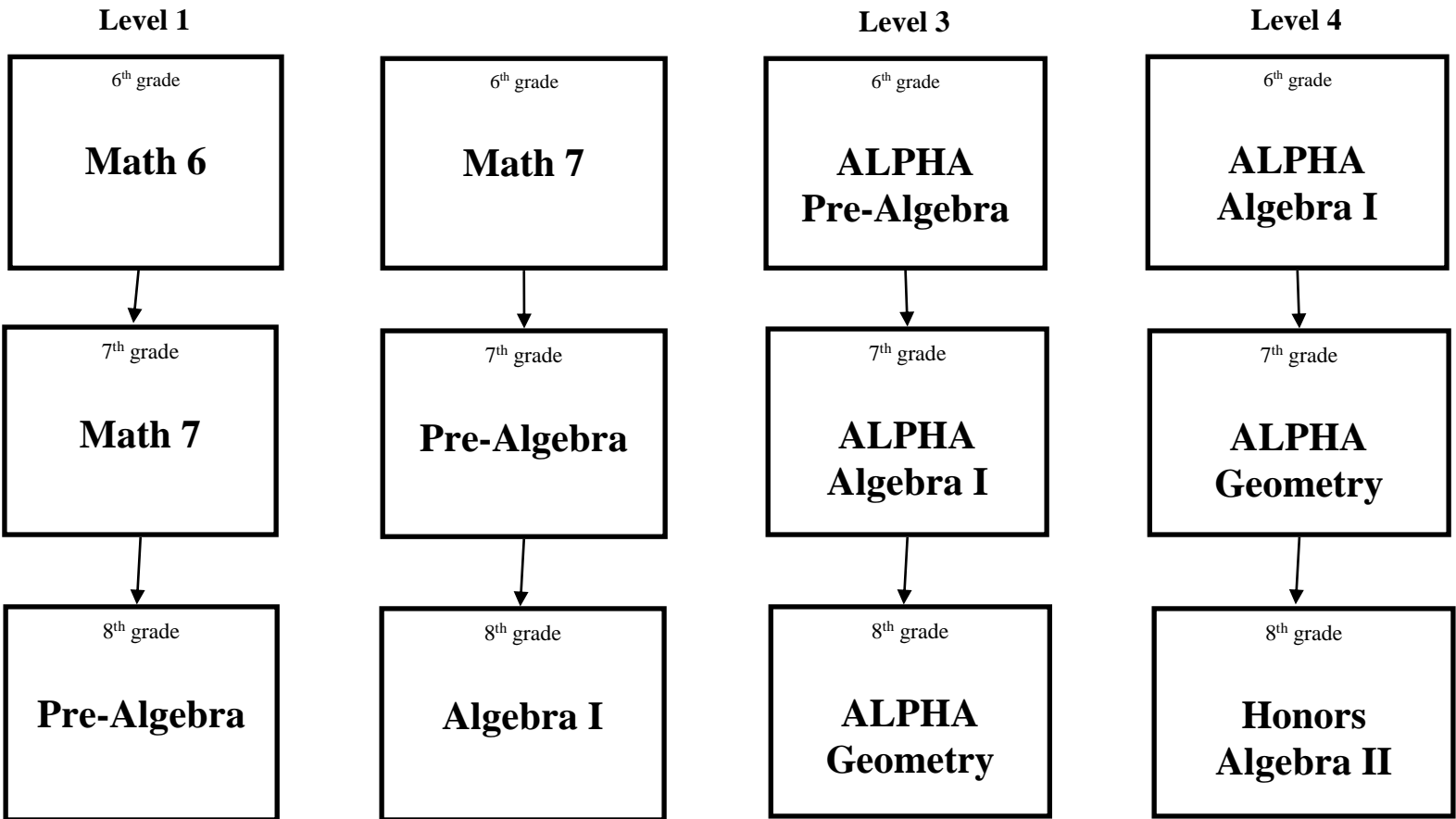
### **6<sup>th</sup> Grade ISB, 7<sup>th</sup> Grade ISB, & 8<sup>th</sup> Grade ISB**

One of the key components of Woodside Middle School's block schedule is the Integrated Solutions Block—commonly known as ISB. This course features integrated, cross-curricular project-based learning with an emphasis on STEM related programs. The Tech Lab is a robust learning environment where students in grades 6-8 are immersed in technology-based activities designed to complement core content curricular standards with important 21st century skills. It is an exciting atmosphere of engagement and collaboration based on rigorous and relevant learning.

## **Board Policy 5160 High School Courses Taken in Middle School**

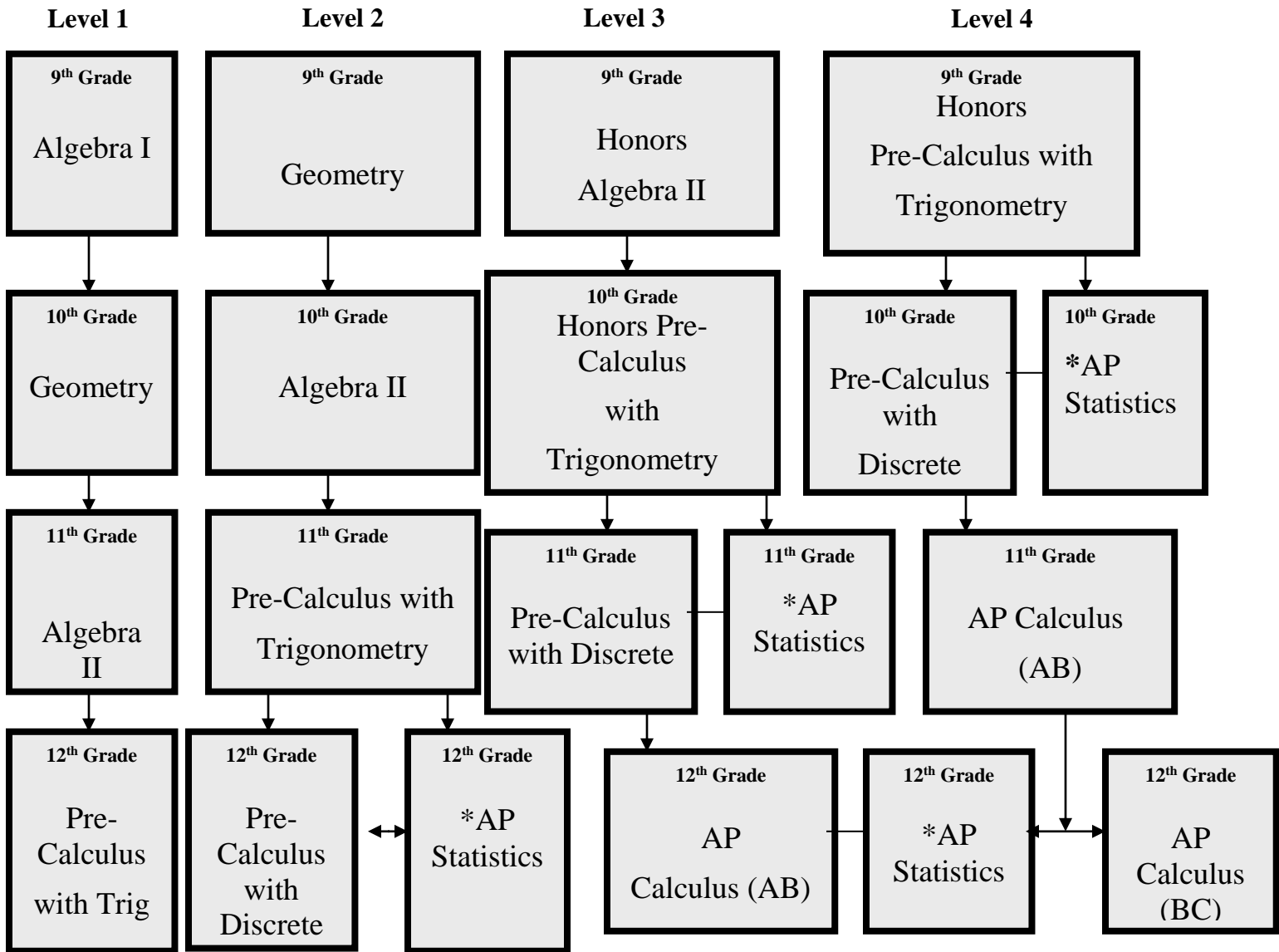
Middle school students may take high school level mathematics and foreign language classes before formally enrolling at Homestead. Students who complete both semesters of a course may request high school credit and grades that will be calculated into the high school grade point average. Requests to receive high school credits and grades for courses taken in middle school must be submitted to the high school principal no later than March 1 of the student's freshman year.

# Middle School Mathematics



# HOMESTEAD HIGH SCHOOL

## Mathematics Department - Flow Chart – 2004-2010



***NOTE:** Strong students may take Geometry and Algebra II in the same year to move up in the sequence. This is done based only on teacher recommendation.*

*\* AP Statistics may be taken in place of, or with, any course after Pre-Calculus with Trigonometry is successfully completed.*

# High School Graduation Requirements



<b>Course and Credit Requirements</b>						
<b>English/ Language Arts</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 2px;"><b>8 credits</b></td> </tr> <tr> <td style="padding: 2px;">Including a balance of literature, composition and speech.</td> </tr> </table>	<b>8 credits</b>	Including a balance of literature, composition and speech.			
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<b>Mathematics</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 2px;"><b>6 credits</b></td> </tr> <tr> <td style="padding: 2px;">2 credits: Algebra I</td> </tr> <tr> <td style="padding: 2px;">2 credits: Geometry</td> </tr> <tr> <td style="padding: 2px;">2 credits: Algebra II</td> </tr> <tr> <td style="padding: 2px;">All students must complete a math or physics course in the junior or senior year.</td> </tr> </table>	<b>6 credits</b>	2 credits: Algebra I	2 credits: Geometry	2 credits: Algebra II	All students must complete a math or physics course in the junior or senior year.
<b>6 credits</b>						
2 credits: Algebra I						
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2 credits: Algebra II						
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<b>Science</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 2px;"><b>6 credits</b></td> </tr> <tr> <td style="padding: 2px;">2 credits: Biology I</td> </tr> <tr> <td style="padding: 2px;">2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics</td> </tr> <tr> <td style="padding: 2px;">2 credits: any Core 40 science course</td> </tr> </table>	<b>6 credits</b>	2 credits: Biology I	2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics	2 credits: any Core 40 science course	
<b>6 credits</b>						
2 credits: Biology I						
2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics						
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<b>Social Studies</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 2px;"><b>6 credits</b></td> </tr> <tr> <td style="padding: 2px;">2 credits: U.S. History</td> </tr> <tr> <td style="padding: 2px;">1 credit: U.S. Government</td> </tr> <tr> <td style="padding: 2px;">1 credit: Economics</td> </tr> <tr> <td style="padding: 2px;">2 credits: World History/Civilization or Geography/History of the World</td> </tr> </table>	<b>6 credits</b>	2 credits: U.S. History	1 credit: U.S. Government	1 credit: Economics	2 credits: World History/Civilization or Geography/History of the World
<b>6 credits</b>						
2 credits: U.S. History						
1 credit: U.S. Government						
1 credit: Economics						
2 credits: World History/Civilization or Geography/History of the World						
<b>Directed Electives</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 2px;"><b>5 credits</b></td> </tr> <tr> <td style="padding: 2px;">World Languages</td> </tr> <tr> <td style="padding: 2px;">Fine Arts</td> </tr> <tr> <td style="padding: 2px;">Career-Technical</td> </tr> </table>	<b>5 credits</b>	World Languages	Fine Arts	Career-Technical	
<b>5 credits</b>						
World Languages						
Fine Arts						
Career-Technical						
<b>Physical Education</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 2px;"><b>2 credits</b></td> </tr> </table>	<b>2 credits</b>				
<b>2 credits</b>						
<b>Health and Wellness</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 2px;"><b>1 credit</b></td> </tr> </table>	<b>1 credit</b>				
<b>1 credit</b>						
<b>Electives*</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 2px;"><b>6 credits</b></td> </tr> <tr> <td style="padding: 2px;">(Career Academic Sequence Recommended)</td> </tr> </table>	<b>6 credits</b>	(Career Academic Sequence Recommended)			
<b>6 credits</b>						
(Career Academic Sequence Recommended)						
<b>40 Total State Credits Required</b>						

Schools may have additional local graduation requirements that apply to all students.

\* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a Career Academic Sequences (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.

**CORE40 with Academic Honors** (minimum 47 credits)

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
  - A. Complete AP courses (4 credits) and corresponding AP exams
  - B. Complete IB courses (4 credits) and corresponding IB exams
  - C. Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
  - D. Score a 26 or higher composite on the ACT
  - E. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits)
  - F. Complete a combination of AP courses (2 credits) and corresponding AP exams and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits)

**CORE40 with Technical Honors** (minimum 47 credits)

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits)
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Recommended: Earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission.
- Complete two of the following, one must be A or B:
  - A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5
  - B. Complete dual high school/college credit courses in a technical area (6 college credits)
  - C. Complete a Professional Career Internship course or Cooperative Education course (2 credits)
  - D. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours)
  - E. Earn a state-approved, industry-recognized certification

# **Groups, Clubs, and Competitions**

## **Academic Super Bowl**

Academic Super Bowl is a state competition at the junior level. There is a main theme each year. Students compete in teams made up of the four subject areas: science, math, English, and social studies. There is also an interdisciplinary team. We begin in January and meet once a week. The competition is on a Sat. at the end of April. At the junior level, there is only one competition. All 6th, 7th, and 8th graders can join and earn a seat on any of the teams.

## **Builders' Club**

Builders Club / Students of Service is an extension of Kiwanis International and the Homestead High School Key Club. Students in the club are involved in helping with a variety of charitable activities throughout the year. Builders Club/SOS is open to all 6th, 7th and 8th grade students at Woodside Middle School. Meetings are held on Wednesdays from 2:20 until 3:30 in the 6th grade ISB room.

## **Dance Team**

The dance team is open to students in grades six through eight. Tryouts for the dance team take place the spring prior to the participation school year. The dance team rehearses two to three days a week after school or in the evening. The team performs at middle school basketball games, as well as, competing in approximately nine competitions throughout the year.

## **Geography Bee**

Geography Bee is a national competition. All our students take a round one test. Thirty students move on to round two and the final round is narrowed down to the top 10 students in the school. The finalist then works on all types of US and worldwide geography concepts and locations, and takes a state test in January. The state competition takes place in the spring with 100 students who score the highest throughout the state. The state finalist moves on to the national competition in the fall. The National Geographic Bee, an educational program of the National Geographic Society, is a nationwide geography competition for U.S. schools with any grades four through eight, designed to encourage the teaching and study of geography.

## **Lego League**

Students on the Lego League teams are introduced to engineering challenges as they design, build and program robots made of Legos to solve a set of missions. At the same time, teams research and analyze real-world problems in the fields of science and technology, devise solutions to those problems and present their findings. Woodside Lego League begins soon after school starts in August and continues until winter break. Teams meet several times a week after school and compete locally against teams from other schools and community groups on a weekend in late November.

## **Math Counts**

Math Counts is a national organization to encourage students to develop their mathematical abilities. All students are welcome to join. The students work on learning different ways to solve problems. Meetings are after school on Tuesdays from 2:20-3:30. The season ends with a competition against other schools. The competition is exciting and contains four different sections, sprint, target, and team rounds. The fourth round is for those individuals who score in the top spots. They will go head on head with each other with only a pencil, paper, and buzzer. Four students will be chosen to compete for Woodside in late January. All members are allowed to attend the competition and complete the problems even if just for practice.

## **Show Choir**

Woodside and Summit Middle Schools have one show choir that meets after school in the Woodside Middle School Choir Room two nights a week and at times, three nights a week during competition season. The competition season begins in January and will conclude at the end of March before Spring Break. Students **MUST** be a member of a Woodside Middle School Music Ensemble or a Summit Middle School Music Ensemble for the entire school year (1<sup>st</sup> and 2<sup>nd</sup> Semester) to participate in the show choir. This includes CHOIR, BAND, or ORCHESTRA. Students are strongly encouraged to be in Choir during the school day, but they may also choose to be in band or orchestra. The only exceptions to be considered are for ALPHA class scheduling problems. Exceptions will not be made for Journalism, Foreign Languages, or other elective classes. These scheduling conflicts will be determined by the guidance counselors, principals, and the director. Auditions will consist of singing and dancing for a panel of judges, including Ms. Kipp.

## **Spell Bowl**

Spell bowl is a great activity for students that love to spell or just enjoy working with their peers. The spell bowl team will be composed of a minimum of eight students. If there are more than eight students, the other students may be used as alternates. There is no limit as to how many students may come from any one grade level. All full-time students in grades 6 - 8 are eligible to compete. If there are eight or less students - each student will compete. If there are more than 8 students - periodic spelling tests will determine the eight competing members. Students are given a list of potential spelling words which will be used in the final competition at the first Spell Bowl meeting (which will be in late August or early September). Students should be practicing these words as soon as they receive them both during practice and outside of spell bowl practice. Practices are usually on Fridays from 2:15 - 3:00. The culminating activity is a spelling competition made up of eight rounds with a different team member competing in each round. Each round shall consist of nine words. The team with the most correctly spelled words in their division wins. Depending on their scores, the team may ultimately qualify for the state competition.

# **Parental Involvement Opportunities**

## **Parent Club**

Woodside Middle School PTO is a volunteer, nonprofit organization. Our mission is to promote the health, welfare, safety and education of children in the home, school and community. Our objectives are to promote an understanding between parents, teachers, administrators, and educators through an exchange of ideas of mutual interest; to support and speak on behalf of the students in the school; to encourage parent and public involvement in the school; and to assist school projects through fund-raising.

## **SACS Music Boosters**

Music Boosters, now in its 34th year, has been a major source of financial support for the choir, band, orchestra and dance programs at Homestead High School, Woodside Middle School and Summit Middle School. We also support the strings program at the elementary schools. In order to maintain the level of excellence established by Homestead's state ranked performance groups and the fine work of our younger students, we need your help. A major portion of funding comes from membership dues (membership dues are fully tax deductible). Additional funds are secured through concession revenues and fundraisers. Please join now. If you have been a member, consider taking your membership to the next level! We appreciate your support in maintaining the excellence of all these programs.



# Woodside Middle School Sports

## All Year

### **Cheerleading**

- Girls
- Grades: 7 & 8

## Fall

### **Football**

- Boys
- Grades: 7 & 8

### **Cross Country**

- Boys & Girls
- Grades: 6, 7 & 8

### **Volleyball**

- Girls
- Grades: 7 & 8

## Winter

### **Basketball**

- Boys & Girls
- Grades: 7 & 8

### **Wrestling**

- Boys
- Grades: 6, 7, & 8

### **Swimming**

- Boys & Girls
- Grades: 6, 7, & 8

## Spring

### **Track**

- Boys & Girls
- Grades: 6, 7, & 8

### **Soccer**

- Boys & Girls
- Grades: 7 & 8