

# DANVILLE

COMMUNITY MIDDLE SCHOOL

## Course Description Catalog

*Updated 11/7/17*



# Danville Community Middle School

General Education Course Offerings

## Core Classes

### Fifth Grade

#### Language Arts 5

Language Arts, Grade 5, a course based on Indiana Common Core State Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening in interest- and age-appropriate content. Students increase their vocabularies, including those that convey ideas and images, for reading and writing. Using discussion, reading, writing, art, music, movement, and drama, students respond to classic and contemporary literature. They deliver oral responses to literature that demonstrate an understanding of ideas or images communicated by what they have read. They use a writing process for doing their compositions. They write multiple-paragraph compositions for different purposes and a specific audience or person, revising their writing as appropriate. They use transitions to connect ideas when they write, and they use the conventions of Standard English in their written communications. Students listen to stories read aloud to them and write independently for meaning.

#### Science 5

Students in fifth grade study the relationship between weight and volume and the differences between weight and mass. They study the solar system and patterns in the sun-moon-earth system. Students study the roles Indiana Department of Education 26 Elementary and Middle Level Subjects State Board Approved Course Titles & Descriptions May 8, 2015 Edition and relationships of producers and consumers in an ecosystem. They investigate the human musculoskeletal system and how to design and build prototypes.

#### Math 5

Grade 5 students multiply and divide whole numbers; compare fractions, decimals and common percents; and add and subtract fractions and decimals. They identify polygons and find the perimeter and area of triangles, parallelograms, and trapezoids. They evaluate simple algebraic expressions and use coordinate grids to represent points in the first quadrant that fit linear equations. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

#### Math 6

Grade 6 begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematic situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **Social Studies 5**

Through active learning experiences at the fifth grade level, students begin a formal exploration of United States history, geographic regional studies, economics, government, current events, and cultural heritage. Students' increasing interest in the ability to gather and organize data enables them to explore the physical and cultural characteristics of the United States and its neighbors. Most fifth grade students benefit from working and sharing in flexible groups so that they can become actively involved in "how-to" demonstrations. Their natural interest in science, biography, and travel set the stage for experience involving maps, memorabilia, collections, simulations, educational games, group-planned projects, first-person presentations, and school and community experiences. Fifth graders' interest in collecting and demonstrating uses of old objects provides avenues for extending time concepts. In activities, emphasis is placed on the problem-solving skills of questioning, examining fact and opinion, analyzing and evaluating sources of information, contrasting and comparing using primary and secondary sources, and conducting research using a variety of resources, including technology and electronic and print media. Students also learn to describe the major components of our national government and to demonstrate responsible citizenship in the classroom and school setting. Additional standards to be taught include: (1) analyzing maps, globes, and graphic organizers; (2) creating and interpreting charts and graphs; (3) Identifying relationships; (4) debating issues; (5) posing alternative actions; and (6) developing thinking and independent study skills.

## **Sixth Grade**

### **Language Arts 6**

Language Arts, Grade 6, a course based on Indiana's Academic Standards for English/Language Arts and the integration of the Indiana Common Core Standards, is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students apply skills they learned in earlier grades to make sense of longer, more challenging text. They interpret figurative language and words with multiple meanings. They examine an author's choice of words and reasonableness of statements in nonfiction works. They critique the believability of characters and plots in fiction works. They begin to read autobiographies. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students apply language skills and strategies they learned in earlier grades. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views. Students also listen to literature read aloud to them and write independently for enjoyment.

### **Science 6**

Students in sixth grade understand that matter is composed of different states with different properties and that energy has different forms with unique characteristics. They understand the relationships between celestial bodies and the force that keeps them in regular and predictable motion. They describe the complex relationships that exist between organisms in all ecosystems and they understand that the major source of energy for all ecosystems is the sun.

### **Math 6**

Grade 6 begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe

that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Math 7**

Grade 7 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Grade 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Pre-Algebra 6**

The Pre-Algebra course emphasizes the language of algebra and problem solving. Various approaches will be used including properties and operations within the real number system, proportional reasoning with similarity, rates and ratios, algebraic expressions, equations and inequalities. Students will solve real-world and mathematical problems utilizing formulas for 2- and 3- dimensional figures. Additionally, students will use statistics and sampling to make inferences about data. This course will serve as an introduction to the concepts found in the Foundations of Algebra course.

### **Social Studies 6**

Students in sixth grade compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on: (1) Europe, (2) North America, (3) South America, (4) Central America, (5) the Caribbean region, and (6) Antarctica. Instructional programs for sixth grade students include experiences which foster the passage from concrete examples to abstract reasoning, concepts, ideas, and generalizations. Opportunities to develop skills include the use of a variety of resources and activities. Students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others.

### **Seventh Grade**

#### **Language Arts 7**

Language Arts, Grade 7, a course based on Indiana's Academic Standards for English/Language Art and the integration of the Indiana Common Core Standards is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students develop advanced skills and strategies in language. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an arguments or proposal. Students also listen to literature read aloud to them and write independently for enjoyment.

## **Science 7**

Students in seventh grade understand that energy cannot be created or destroyed, but only changed from one form into another or transferred from place to place. They understand forces as they apply to nature and machines. They describe how earth processes have shaped the topography of the earth and have made it possible to measure geological time. They understand the cellular structure of living organisms, from single-celled to multicellular

## **Math 7**

Grade 7 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Grade 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **Pre-Algebra 7**

The Pre-Algebra course emphasizes the language of algebra and problem solving. Various approaches will be used including properties and operations within the real number system, proportional reasoning with similarity, rates and ratios, algebraic expressions, equations and inequalities. Students will solve real-world and mathematical problems utilizing formulas for 2- and 3- dimensional figures. Additionally, students will use statistics and sampling to make inferences about data. This course will serve as an introduction to the concepts found in the Foundations of Algebra course.

## **Algebra 7**

Algebra I formalizes and extend the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Process Standards for Mathematics apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **Social Studies 7**

Students in seventh grade compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on: (1) Asia, (2) Africa, (3) the Commonwealth of Independent States, (4) the Middle East, (5) the Pacific Islands, (6) Australia, and (7) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete examples to abstract ideas, concepts, and generalizations. In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions.

## **Eighth Grade**

### **Language Arts 8**

Language Arts, Grade 8, a course based on Indiana's Academic Standards for English/Language Arts and the integration of the Indiana Common Core Standards is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students begin to study the history and development of English vocabulary. They begin to compare different types of writing as well as different perspectives on similar topics or themes. They evaluate

the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students get ready for the language challenges of high school materials. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They not only write or deliver research reports but also conduct their own research. They use subordination, coordination, noun phrases and other devices of English language conventions to indicate clearly the relationship between ideas. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience. Students also listen to literature read aloud to them and write independently for enjoyment.

### **Science 8**

Students in eighth grade understand how atomic structure determines chemical properties and how atoms and molecules interact. They explain how the water cycle and air movement are caused by differential heating of air, land, and water and how these affect weather and climate. They understand that natural and human events change the environmental conditions on the earth. They understand the predictability of characteristics being passed from parent to offspring and how a particular environment selects for traits that increase survival and reproduction by individuals bearing those traits.

### **Pre-Algebra 8**

The Pre-Algebra course emphasizes the language of algebra and problem solving. Various approaches will be used including properties and operations within the real number system, proportional reasoning with similarity, rates and ratios, algebraic expressions, equations and inequalities. Students will solve real-world and mathematical problems utilizing formulas for 2- and 3- dimensional figures. Additionally, students will use statistics and sampling to make inferences about data. This course will serve as an introduction to the concepts found in the Foundations of Algebra course.

### **Algebra 8**

Algebra I formalizes and extend the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Process Standards for Mathematics apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Geometry 8**

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Five critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The Process Standards for Mathematics apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **US History 8**

Eighth grade United States History emphasizes the interaction of historical events and geographic, social, and economic influences on national development prior to the twentieth century. Special attention is given to (1) Native American cultures and the pre-Columbian period; (2) colonial, revolutionary, and constitutional issues; (3) early national formation; (4) sectional divisions leading to the Civil War; (5) Reconstruction; (6) industrialization; (7) urbanization; and (8) immigration. In this course, students examine major themes, issues, events, movements, and figures in United States history prior to 1900 and explore relationship to modern issues and current events, for example: (1) antiwar movements in different periods in United States history, (2) the influence of inventions and economic innovations, and (3) Indiana's concurrent growth and development. Eighth grade students need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources to identify, evaluate and use appropriate data and reference information. This course also helps student to develop an appreciation of historical preservation. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society

# Related Arts Courses

## **Fifth Grade**

### **Physical Education 5 (S)**

Physical Education in Grade 5 is based on the Indiana Standards for Physical Education. Students in Grade 5 physical education further develop their understanding of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and mature (proficient) movement forms in order to analyze their performance and improve their skill level. They continue to refine and develop complex movement patterns and skills through games, rhythmic activities and sports. The emphasis is on manipulating objects with accuracy and speed. Students continue to learn fitness concepts, participate in fitness activities at school and home, assess their fitness level by comparing their scores to a health related standard, and set goals for improvement. They learn to work independently and together and accept varying abilities and interests. Ongoing assessment is conducted throughout the curriculum.

### **Art 5 (S)**

Visual Art in Grades 4 through 6 is based on the Indiana Standards for Visual Art. Students in the elementary art education program build on the sequential learning experiences of the early childhood program that encompass art history, criticism, aesthetics, and production. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students make connections between art and other disciplines. They also utilize art community resources, explore career opportunities in art, and identify opportunities for involvement in the arts community.

### **Music 5 (S)**

Music in Grades 4 through 6 is based on the Indiana Academic Standards for Music and provides students with the opportunity to apply knowledge learned in the Kindergarten through Grade 6 Vocal Music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, intonation, and music reading skills. Activities and experiences include listening to, analyzing, and evaluating music, as well as performing a wide variety of vocal literature, of many styles, from selected historical periods and cultures. Experiences in improvisation and sight-singing are also included. Students are given opportunities to participate in performances outside of the school day that support and extend learning in the classroom. Beginning in Grade 6, along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing.

### **Ag5 (S)**

Grade 5 Explorations in Agriculture is a one semester course that is highly recommended to any 5<sup>th</sup> grader interested in exploring various aspects of the agriculture industry. In this course, students will be introduced to a variety of agriculture sectors. Some of these sectors include: leadership development, Agriculture in Our Everyday Lives, Natural Resources and Food Science. These units are covered through an array of hands on learning activities and projects through collaborative and individual learning.



### **Keyboarding 5 (S)**

Business and Information Technology, Middle Level course(s) provides concepts and applications that facilitate the development of competencies required for success in all academic areas and in real-world contexts. The curriculum relates closely to understandings and competencies students will need as their world expands and as they develop career interests. The four broad areas included in this curriculum are technology, career exploration, personal financial responsibility, and basic business (business communications, marketing, and entrepreneurship). The domains and standards for each area provide many opportunities to engage students in learning essential business content and in applying technology as a tool. This approach is in keeping with the NETS (National Education Technology Standards) approach, which places heavy emphasis on integrating technology into the curriculum. This approach is in keeping with the NETS (National Educational Technology Standards) approach, which places heavy emphasis on integrating technology into the curriculum. The No Child Left Behind (NCLB) legislation mandates that students reach technological proficiency by the completion of the eighth grade. The focus in the 5th grade will be to develop touch keyboarding skills (proficiency) that are necessary and essential for effective use of computers.

### **Sixth Grade**

#### **Band 6 (YL)**

Instrumental Music is based on the Indiana Academic Standards for Music and provides students with the opportunity to apply knowledge learned in the Kindergarten through Grade 6 Exploring Music curriculum by learning to play an instrument. The instrumental classes provide beginning instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, recorder, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop elements of musicianship including tone production, technical skills, intonation, and music reading skills. Experiences include improvising and playing by ear. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

#### **Choir 6 (YL)**

Vocal Music, Middle Level is based on the Indiana Academic Standards for Choral Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, technical skills, and intonation. Activities and experiences include improvising and composing music; listening to, analyzing, and evaluating music; and performing vocal literature of various styles, historical periods, and world cultures. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

#### **Physical Education 6 (S)**

Students in Grade 6 physical education continue to develop psychomotor skills through participation in a variety of developmentally appropriate sports (individual, dual, and team), rhythmic activities, lifetime recreational activities, and fitness activities. The focus is on the development of complex movement skill combinations and knowledge. Students develop an understanding of physiological changes which occur as a result of physical activity. They expand their knowledge of fitness concepts, principles, and strategies as well as how other concepts like self-responsibility, positive social interaction, and group dynamics affect learning and performance. Students learn to work cooperatively toward a common goal. Ongoing assessment is conducted throughout the curriculum.

## **Ag 6 (S)**

Grade 6 Explorations in Agriculture is a one semester course that is highly recommended to any 6<sup>th</sup> grader interested in exploring various aspects of the agriculture industry. In this course, students will be introduced to a variety of agriculture sectors. Some of these sectors include: Agriculture Commodities, Plant Science and Animal Science. These units are covered through an array of hands on learning activities and projects through collaborative and individual learning.

## **Art 6 (S)**

Visual Art, Middle Level is based on the Indiana Standards for Visual Art. Students in the middle level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. Through self-reflection, including dialogue, reading, and writing students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students continue to utilize their art knowledge and skills to make connections across the curriculum, study career options and identify skills required for each career, and use arts community resources, identifying ways to utilize and support the arts community.

## **Computers 6 (S)**

Business and Information Technology, Middle Level course(s) provides concepts and applications that facilitate the development of competencies required for success in all academic areas and in real-world contexts. The curriculum relates closely to understandings and competencies students will need as their world expands and as they develop career interests. The four broad areas included in this curriculum are technology, career exploration, personal financial responsibility, and basic business (business communications, marketing, and entrepreneurship). The domains and standards for each area provide many opportunities to engage students in learning essential business content and in applying technology as a tool. This approach is in keeping with the NETS (National Education Technology Standards) approach, which places heavy emphasis on integrating technology into the curriculum. This approach is in keeping with the NETS (National Educational Technology Standards) approach, which places heavy emphasis on integrating technology into the curriculum. The No Child Left Behind (NCLB) legislation mandates that students reach technological proficiency by the completion of the eighth grade. The focus in the 6th grade will be computer concepts and operations. Students will begin using computer applications for various projects. Digital citizenship will be addressed and using technology responsibly. Proper touch keyboarding will be practiced as time permits.

## **Seventh Grade**

### **Band 7 (YL)**

Instrumental Music, Middle Level is based on the Indiana Academic Standards for Instrumental Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by beginning or continuing to play an instrument. The instrumental classes provide instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop basic elements of musicianship including tone production, technical skills, and intonation. Activities include improvising; composing; reading, notating, and sight-reading music; listening; analyzing; evaluating; and experiencing historically significant styles of literature. Students are given opportunities to participate in performances outside of the school day that support and extend the learning in the classroom

**Choir 7 (YL)**

Vocal Music, Middle Level is based on the Indiana Academic Standards for Choral Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, technical skills, and intonation. Activities and experiences include improvising and composing music; listening to, analyzing, and evaluating music; and performing vocal literature of various styles, historical periods, and world cultures. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

**Wellness 7 (S)**

Middle school health education provides for the continued development of attitudes and behaviors related to becoming a health-literate individual. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade seven, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. These may include decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity; mental health; alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions.

Physical Education in Grade 7 is based on the Indiana Standards for Physical Education. Students in Grade 7 physical education continue to refine complex combinations of movement in selected sports and activities. They apply more advanced strategies in physical activities and try new sports and lifetime physical activities. The focus is on meeting challenges and making decisions in the context of expanded personal responsibility. Students learn about different cultures and how they relate to the physical activities and dances of those countries. They continue to expand their knowledge of rules and strategies, sportsmanship, and cooperative skills as well as fitness concepts and the benefits of health-related fitness. Ongoing assessment includes both written and performance-based skill evaluations.

**Ag 7 (S)**

Grade 7 Exploring Agriculture is a one semester course that challenges and motivates students to ask questions and discover answers about the agriculture industry. In this course, students will be exposed to a wide variety of topics that allow them to gain skills in teamwork, collaboration, and independent thinking. Topics in this course include: Agribusiness, Horticulture, Floriculture, Biotechnology, and Aquaculture. In each of these units, many projects and labs will be conducted to enhance the learning and understanding so students can become advocates for agriculture, and most importantly informed consumers.

**Art 7 (S)**

Visual Art, Middle Level is based on the Indiana Standards for Visual Art. Students in the middle level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. Through self-reflection, including dialogue, reading, and writing students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students continue to utilize their art knowledge and skills to make connections across the curriculum, study career options and identify skills required for each career, and use arts community resources, identifying ways to utilize and support the arts community.

## **Business 7 (S)**

Business and Information Technology, Middle Level course(s) provides concepts and applications that facilitate the development of competencies required for success in all academic areas and in real-world contexts. The curriculum relates closely to understandings and competencies students will need as their world expands and as they develop career interests. The four broad areas included in this curriculum are technology, career exploration, personal financial responsibility, and basic business (business communications, marketing, and entrepreneurship). The domains and standards for each area provide many opportunities to engage students in learning essential business content and in applying technology as a tool. This approach is in keeping with the NETS (National Education Technology Standards) approach, which places heavy emphasis on integrating technology into the curriculum. This approach is in keeping with the NETS (National Educational Technology Standards) approach, which places heavy emphasis on integrating technology into the curriculum. The No Child Left Behind (NCLB) legislation mandates that students reach technological proficiency by the completion of the eighth grade. The focus in the 7th grade will be a continuation of computer concepts and operations. Students will use computer applications to increase productivity in developing projects. Basic business communications will be addressed as well basic concepts of marketing. Proper touch keyboarding will be practiced as time permits.

## **Eighth Grade**

### **Band 8 (YL)**

Instrumental Music, Middle Level is based on the Indiana Academic Standards for Instrumental Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by beginning or continuing to play an instrument. The instrumental classes provide instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop basic elements of musicianship including tone production, technical skills, and intonation. Activities include improvising; composing; reading, notating, and sight-reading music; listening; analyzing; evaluating; and experiencing historically significant styles of literature. Students are given opportunities to participate in performances outside of the school day that support and extend the learning in the classroom

### **Choir 8 (YL)**

Vocal Music, Middle Level is based on the Indiana Academic Standards for Choral Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, technical skills, and intonation. Activities and experiences include improvising and composing music; listening to, analyzing, and evaluating music; and performing vocal literature of various styles, historical periods, and world cultures. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

### **Exploring Agriculture Science and Business 8 (YL)**

The Middle Level Agriculture Science and Business has flexibility in content due to the variety of local offerings. The primary objective is to introduce students to the dynamic industry of agriculture while gaining an awareness of the importance, impact and diversity of careers in agricultural science and business. The content provides a hands-on, exploratory, science-based approach to agricultural science as including a broad-based coverage of horticulture, animal science, environmental science, biotechnology, agricultural economics, plant and soil science, and agricultural science and agribusiness tools and equipment. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

## **Wellness 8 (S)**

Middle school health education provides for the continued development of attitudes and behaviors related to becoming a health-literate individual. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade eight, students focus on continued skill development and more opportunities for

analyzing, modeling, and applying skills that will assist in building competencies for health literacy. Students apply health education concepts and health literacy skills, e.g., practicing interpersonal communications that promote health; analyzing positive and negative, internal and external influences on health decisions; and demonstrating self-care practices in managing personal daily activities. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity; mental health; alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions.

Students in Grade 8 physical education further refine complex motor skills and competencies in selected individual and dual lifetime physical activities, team sports, aquatics, adventure, and rhythmic activities. Students work toward achieving competence in increasingly complex physical activity contexts. They learn to apply interdisciplinary knowledge (e.g., anatomy, physics) to activity settings and focus on working as a team to solve problems. Students develop plans to enhance their own health-related physical fitness and participate in vigorous activities linked to their skills and levels of fitness. Physical activity is used as a venue for self-expression and for developing positive relationships. Ongoing assessment includes both written and performance-based skill evaluations.

### **Art 8 (S)**

Visual Art, Middle Level is based on the Indiana Standards for Visual Art. Students in the middle level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. Through self-reflection, including dialogue, reading, and writing students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students continue to utilize their art knowledge and skills to make connections across the curriculum, study career options and identify skills required for each career, and use arts community resources, identifying ways to utilize and support the arts community.

### **Business 8 (S)**

Business and Information Technology, Middle Level course(s) provides concepts and applications that facilitate the development of competencies required for success in all academic areas and in real-world contexts. The curriculum relates closely to understandings and competencies students will need as their world expands and as they develop career interests. The four broad areas included in this curriculum are technology, career exploration, personal financial responsibility, and basic business (business communications, marketing, and entrepreneurship). The domains and standards for each area provide many opportunities to engage students in learning essential business content and in applying technology as a tool. This approach is in keeping with the NETS (National Education Technology Standards) approach, which places heavy emphasis on integrating technology into the curriculum. This approach is in keeping with the NETS (National Educational Technology Standards) approach, which places heavy emphasis on integrating technology into the curriculum. The No Child Left Behind (NCLB) legislation mandates that students reach technological proficiency by the completion of the eighth grade. The focus in the 8th grade will be a continuation of computer concepts and operations. Students will use computer applications to increase productivity in developing projects. Students will use information research tools in various capacities. Careers will be touched upon. Personal finance and money management will be explored through project based activities.

### **2D Art 8 (S)**

Introduction to Two-Dimensional Art is a foundation entry level art course at Danville Community High School for grades 9-12, but is offered to select students in 8th grade for high school credit. Students create works of art, explore historical connections, explore career options in visual art, and identify ways to utilize and support art museums, galleries, studios and community resources. Once you have taken the Introduction to two-dimensional Art class you will qualify for advanced level courses at the high school such as Advanced Two-Dimensional Art, Art History, Advanced Art History, Ceramics 1, 11, Drawing, Painting, Printmaking, and Photography.