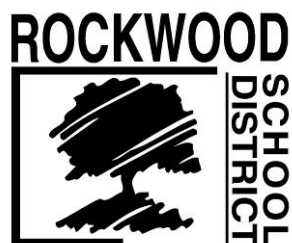


ROCKWOOD SCHOOL DISTRICT

MIDDLE SCHOOL COURSE DESCRIPTION GUIDE



2012-2013

ROCKWOOD SCHOOL DISTRICT



COURSE DESCRIPTION GUIDE

2012-2013

Welcome to the Rockwood School District! The Rockwood School District Board of Education formally adopts all written curricula for all subject areas and all individual courses the District offers. Curriculum committees consisting of teachers, parents, administrators, and students follow a formal curriculum development process to determine the standards, skills, and content to be mastered at each grade level and in each course. Through this formal process, curriculum in each content area has been also revised and aligned to the state and national standards.

The curriculum committees conduct formal reviews of current literature and current teaching and learning practices in the content area; analyze survey feedback from parents, students, and staff; and examine achievement data for the particular content area. Also involved in this comprehensive process is securing input and feedback on the documents from college/university staff and the community.

This Course Description Guide contains descriptions of each of the courses offered at Rockwood middle schools. You should note that some of the courses described are required while others are electives. It is suggested that, when selecting elective courses, consideration be given to future educational and/or occupational goals. It is further suggested that students seek assistance from parents, teachers, and counselors when making elective course choices.

Course offerings are arranged in this guide by grade beginning with sixth, continuing through seventh and ending with descriptions of those courses offered to eighth grade students. Secondary curriculum maps have been included to help you with planning future high school course selections.

A commitment to excellence that ensures Rockwood's graduates are able to meet the real-life challenges of the business community and/or postsecondary institutions is our constant goal. We appreciate the opportunity to educate your child and work with your family.

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Physical Education/Health

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Physical Education/Health

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7th Grade Spanish I 07

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- 7th Grade Art Studio
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- 7th Grade Acting and Communication Lab
- 7th Grade FACS Life Skills I
- 7th Grade Robotics and Modeling
- 7th Grade Investigating Materials Processing (LSMS only)
- 7th Grade Business and Information Technologies

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- 8th Grade Honors Geometry
- 8th Grade Physical Science
- 8th Grade Challenge Physical Science
- 8th Grade United States History
- 8th Grade Challenge United States History
- Physical Education/Health

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- 8th Grade Introduction to Public Speaking
- 8th Grade Theatre Arts
- 8th Grade FACS Life Skills I
- 8th Grade FACS Life Skills II
- 8th Grade Digital Information Technologies
- 8th Grade Multimedia and Electronics
- 8th Grade Materials Processing (LSMS only)

**MIDDLE SCHOOL COURSE DESCRIPTION BOOK
ROCKWOOD SCHOOL DISTRICT**



DISTRICT ADMINISTRATION

Superintendent of Schools	Dr. Bruce Borchers
Assistant Superintendent of Administrative Services	Mr. Dennis Griffith
Assistant Superintendent of Human Resources.....	Dr. Kelvin McMillin
Associate Superintendent of Learning	Mr. Randy Smasal
Chief Financial and Legislative Officer	Mrs. Shirley Broz
Chief Information Officer.....	Mr. Steven Beatty
Chief Communications Officer	Mrs. Kim Cranston
Executive Director of Learning and Support Service.....	Ms. Nancy DuBois
Executive Director of Pre-K & Elementary Education.....	Dr. Karen Hargadine
Executive Director of Secondary Education.....	Dr. James Wipke
Director of Differentiated Services	Mrs. Jane Brown
Coordinator of Educational, Equity, and Diversity.....	Mr. Terry Harris
Coordinator of Guidance and Prevention Services.....	Mrs. Shonda Ambers Phillips
Counseling & School Climate Facilitator (Elementary).....	Diane Lommel
Counseling & School Climate Facilitator (Secondary).....	Dr. Jill Mueth
Coordinator of SSD and 504.....	Mrs. Nikki Beichler
Coordinator of World Languages (K-12) and ESOL	Mr. Jeff Tamaroff
Director of Continuous Improvement.....	Dr. Suzanne Johnson
Coordinator of Testing.....	Mr. Jeff Puls
Coordinator of Professional Development.....	Mrs. Julie McDonnell
Director of Gifted Education (K-12) and Talented.....	Dr. Linda Smith
Administrator of Individualized Learning Center.....	Dr. Michael Hylan
Director of Curriculum.....	Dr. Matt Frederickson
Facilitator of Literacy Content (Elementary).....	Mrs. Stefanie Steffan
Facilitator of Literacy Content (Secondary).....	Dr. Gretchen Moorman
Content Facilitator of Math (Elementary).....	Mrs. Stephanie Nauman
Content Facilitator of Math (Secondary).....	Ms. Lisa Lingle
Content Facilitator of Science (Elementary).....	Mrs. Susanne Moar
Content Facilitator of Science (Secondary).....	Mr. Kevin McColgan
Content Facilitator of Social Studies	Mrs. Jessica Vehlewald
Content Facilitator of Fine Arts	Mr. Mark McHale
Content Facilitator of Health; P.E.; Driver Education; & Intramurals	Mr. Edward Mattison
Content Facilitator of Practical Arts (6-12)	Mrs. Paige Carlson

MIDDLE SCHOOL ADMINISTRATION

CRESTVIEW MIDDLE SCHOOL
636-891-6950
Dr. Jill Scheulen, Principal
Josh Walz, Administrative Intern
Melinda Bond, Assistant Principal
Lance Wheeler, Assistant Principal

ROCKWOOD SOUTH MIDDLE SCHOOL
636-891-6850
Dr. Linda Miller, Principal
Dr. Dawn Portwood, Assistant Principal
Gary Ujka, Assistant Principal

SELVIDGE MIDDLE SCHOOL
636-891-6100
Sean Stryhal, Principal
Dr. Michael Anselmo, Assistant Principal
Kelly Mignerone, Assistant Principal

LASALLE SPRINGS MIDDLE SCHOOL
636-733-4200
Deborah Brandt, Principal
Adam Gabris, Assistant Principal
Dr. Jim Hall, Assistant Principal

ROCKWOOD VALLEY MIDDLE SCHOOL
636-733-4270
Andrew Loiterstein, Principal
Thomas McKenna, Assistant Principal
Adam Schweizer, Assistant Principal

WILDWOOD MIDDLE SCHOOL
636-733-4230
Dr. Craig Maxwell, Principal
Dr. Kimberly Dickens, Assistant Principal
Karen Hedrick, Assistant Principal

ROCKWOOD SCHOOL DISTRICT MIDDLE SCHOOL MISSION STATEMENT

The Rockwood School District community will provide student-centered middle level education which includes appreciating and responding to the unique needs and abilities of young adolescent students by creating an interdisciplinary, exploratory curriculum in a personally and academically secure environment which encourages self-esteem and supports the students in becoming intellectually, socially, emotionally, and physically responsible adults.

COMPLIANCE POLICY

It is the policy of the Rockwood School District not to discriminate on the basis of race, color, creed, sex, or disabilities in its education programs, activities, or employment practices. Inquiries by students, parents, or employees regarding Rockwood School District's non-discrimination policies should be directed to the Compliance Coordinators listed below:

Dr. Kelvin McMillin

Compliance Coordinator for Civil Rights Act of 1964 as amended (race discrimination issues);

Dr. Kelvin McMillin

Compliance Coordinator for P.L. 92-318, Education Amendments of 1972, Title IX (sex discrimination issues); and

Dr. Kelvin McMillin

Compliance Coordinator for P.L. 93-112, Section 504 of the Rehabilitation Act of 1973 and P.L. 94-142, Education for all Disabled Children Act (disability discrimination issues).

All Compliance Coordinators may be contacted by phone at (636) 733-2000 or by mail: Rockwood Administrative Center, 111 East North Street, Eureka, MO 63025-1229.

MINIMUM GRADUATION REQUIREMENTS
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The requirements for graduation are as follows and are in accordance with the requirements established by the State Board of Education:

SUBJECT AREA	CREDITS
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Language Arts

9th Grade Level Language Arts	1
10th Grade Level Language Arts	1
11th Grade Level Language Arts	1
12th Grade Level Language Arts	1

*See page 19 for further explanation.

A speech proficiency must be met. See page 19 for the list of approved courses to meet this requirement.

Social Studies

United States History or Honors United States History or AP U.S. History	1
World History of AP European History or AP World History	1
United States Government or AP Government (full year)	1/2
Social Studies Elective	1/2

A U.S. Constitution and MO Constitution proficiency must be met.

Mathematics 3

Science..... 3

Fine Arts..... 1

If a student receives a waiver for Art Fundamentals, s/he still must take one full credit of fine arts in high school.

Practical Arts..... 1

Physical Education

Personal Fitness & Wellness.....	1/2
P.E. Elective	1/2

Health Education

Health Education	1/2
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Electives..... 7 1/2

Personal Finance

Students must demonstrate mastery of state competencies for Personal Finance in one of the following courses and pass the proficiency exam:

- Personal Finance and Business (formerly known as PERSONAL FINANCIAL MANAGEMENT)
- Business Education (Practical Arts) course
- Personal Finance – FACS (Practical Arts) course
- Economics and Personal Finance – Social Studies course
- AP Economics – Social Studies course

TOTAL 24

“MOST FREQUENTLY ASKED QUESTIONS: Grades 6-12 Courses and Content”

LANGUAGE ARTS

Q: If my child qualifies for Challenge Language Arts, should I encourage him/her to take it?

A: You should definitely encourage your children to take any upper level course for which they qualify at the middle school level. Middle school allows students to see what they can handle. By not taking upper level courses, students miss finding out what they can do during a time when grade point averages and units of credit are not an issue. Thus, students can push themselves but still have a safety net at the middle school which makes this time the best to broaden their experiences.

Q: What is the difference between the Language Arts Block and the Challenge Language Arts Block?

A: The Challenge Language Arts Block is designed for those students who have exhibited well-developed language arts skills and can, therefore, handle a faster pace of instruction with material above grade level. Students meet criteria for the challenge program using a combination of language arts test scores and grades.

Q: What is the difference between the Challenge Language Arts Block and the Challenge Language Arts/Academic Stretch Block?

A: The Challenge Language Arts/Academic Stretch Block is designed for those students who have exhibited exemplary language arts skills and who have qualified for the Rockwood Gifted Program. These courses are blocked so that students meet on alternating days with their Language Arts teacher and with their Academic Stretch teacher. The challenge language arts curriculum will be delivered at an accelerated pace with fewer repetitions of concepts using material above grade level. Students should possess outstanding language arts skills, the ability to pick up language arts concepts quickly, and a high degree of motivation. Students considering this option should consult with their Academic Stretch teacher, their language arts teacher, and counselor. Both courses include composition/writing, speaking/listening, researching, reading, vocabulary and spelling development, library skills, and study skills. This option allows students to take Academic Stretch and two elective courses.

Q: My child does not qualify for any of the challenge options. Will he/she be prepared to handle high school language arts and other writing and reading tasks?

A: The middle school language arts curriculum prepares students in the areas of

- writing including grammar, usage, and mechanics;
- reading, including comprehension and analysis;
- speaking and listening in formal and informal settings;
- researching online, in books;
- study skills including organizational skills.

All levels of the middle school curriculum will prepare your child for high school language arts and for success in the areas of writing and reading at the high school level and beyond. In addition, language arts teachers will pre-test students throughout the year and will accelerate your child's learning when pretests indicate that need.

Q: How many language arts credits will my child need in high school?

A: The state of Missouri requires four credits.

LANGUAGE ARTS

Q: Are language arts courses sequenced like math and science?

A: Except for grade level designation, language arts courses are not as sequenced as math and science courses. This means a student might take a regular language arts class in middle school and take an Honors course in high school. Though this alternative would make the Honors course more difficult than taking the “challenge, honors, and advanced placement path”, it is possible.

Q: What are weighted grade and Advanced Placement courses at the high school level and how does one prepare for these at middle school?

A: Weighted grade courses are courses which, because of their rigor, are assigned five points rather than four for an “A”, four points rather than three for a “B”, and three rather than two for a “C” when figuring grade point averages (GPA). In the language arts area, ninth and tenth grade weighted grade courses are Civilization and Language Survey I and II (CLS) courses. All Advanced Placement (AP) courses, which are granted college credit by colleges all over the country and are governed by the College Board, are also weighted grade courses in Rockwood. The AP courses for high school language arts are AP English Language and Literature and AP English Language and Composition. Students can begin preparing in middle school to take these courses by taking the highest level of language arts course for which they qualify and developing their reading, writing, and thinking skills in those courses. Independent outside reading in addition to assigned reading will also help prepare students for high-level high school courses.

MATHEMATICS

Q: What is the difference between the regular and challenge math courses?

A: Both levels of mathematics provide a good background in mathematics.

The regular courses:

- move at a normal pace providing differentiation for students who are capable of moving through the curriculum at a faster pace but do not wish a challenge curriculum.
- provide proper background of high school mathematics for students who wish four years of math starting with Algebra I.
- emphasize reading, problem solving and performance assessment.

The challenge courses:

- move at a much faster pace.
- include high school courses (Algebra I, Honors Geometry, and Honors Algebra II for a few students).
- require a commitment and dedication to mathematics and the homework required for upper level mathematics.
- require a high level of motivation on the part of the student.
- include greater emphasis on reading, problem solving, and performance assessment.

Q: If my student does not take Algebra I until 9th grade, will he/she be prepared for college?

A: Yes. Most universities require four years of math beginning with Algebra I. The student would be well prepared by taking this path.

Q: How can my student qualify for the challenge level?

A: A student can qualify for 6th Grade Pre-Algebra by meeting the eligibility requirements at the end of 5th grade. Also, by scoring appropriately on a Challenge Pre-Algebra exit exam given during second semester to Challenge 6th Grade students and regular sixth grade students who wish to take the exam, eligibility for Algebra I at the 7th grade level may be determined.

Q: If my student begins the Challenge level and does not wish to continue, may he/she go into the regular level?

A: Yes, pending building-level administrator principal. Please make every effort to choose classes with your child with the intent of completion. See the above-named criteria in question # 1 that describes the course differences.

Q: Is there an advantage to taking Challenge courses when my student takes the PSAT, the ACT or the SAT?

A: Yes. Taking Algebra I at the 8th grade level and Honors Geometry at the 9th grade level gives full preparation for math questions on these tests which are taken at the 10th, 11th and 12th grade levels.

Q: If my student begins at the regular math level and seems to belong in the Challenge level, can he/she move up?

A: The challenge criteria must be met and the move must be made within the first ten days of school so that the student does not miss needed background material that has been presented in the Challenge level.

Q: If my student begins the Challenge course work at the middle school level, what courses will he/she take in high school?

A: Please refer to the course sequence charts for 9-12 mathematics. Depending on the level of entry, a full selection of vigorous coursework is available.

MATHEMATICS

Q: If my student begins the Challenge level in middle school, is it possible that there may not be a high school course for them to take in their senior year?

A: Yes, depending on the year Algebra I is taken, the student will possibly need to take a course at either a university or junior college. *NOTE: The district does not provide transportation or tuition payment for courses taken outside of Rockwood, but software for the distance-learning course is provided.*

Q: If my student begins Algebra I in 6th grade, will he/she have to travel to the high school in 8th grade for math?

A: Possibly. The number of students eligible for Honors Algebra II during 8th grade may be too few to offer an Honors Algebra II class at a particular middle school. If this is the case, students must consider other options; such as, attending a high school zero hour class.

Q: Do the Challenge level courses provide an opportunity for a weighted grade?

A: No, not at the middle school level. Weighted grades at the high school level are not offered until Honors Algebra II.

Q: Will taking the Challenge level courses necessitate the employment of a tutor?

A: No. Students needing a tutor might be better working at the regular level and having the regular classroom teacher differentiate the level of work.

SCIENCE

Q: What courses are recommended for students interested in a career in medicine? In engineering?

A: Possible Paths through the Science Curriculum

Non-Science Major for 4-Year University

- Physical Science (8th Grade Challenge Physical Science)
- Biology
- Chemistry
- Physics or AP Physics

Medical Field

- Physical Science (8th Grade Challenge Physical Science)
- Biology
- Chemistry
- Human Anatomy & Physiology
- Physics or AP Physics
- AP Biology or AP Chemistry

Engineering/Physical Sciences

- Physical Science (8th Grade Challenge Physical Science)
- Biology
- Chemistry
- AP Physics
- Semi-Micro Qualitative Analysis, Organic and Biochemistry
- AP Advanced Physics

Q: How is Challenge Science different from other middle school science coursework?

A: Challenge Science courses, at all grade levels, requires students to have **strong math skills**. The intent of the middle school challenge course curriculum is to provide advanced academic rigor. The challenge curriculum is designed to meet the needs of the qualified student, who will study intensified, compacted and/or accelerated content in conjunction with individual and collaborative projects to enhance inquiry, research, analysis, synthesis, production and communication. Such a course requires attention to work and study habits. Turning in daily assignments and studying and preparing for tests is very important.

Specific curricular differences occur in the 8th Grade Challenge Physical Science course. Students will study force and motion and use mathematical formulas to calculate work, mechanical advantage and efficiency. They will study the periodic table to predict properties of elements and investigate chemical reactions. Again math skills will be used to balance chemical equations. It is strongly recommended that students have passed pre-algebra to take 8th Grade Challenge Physical Science.

SOCIAL STUDIES

Q: How many Social Studies Credits are required for graduation?

A: The State of Missouri requires three credits.

Q: How many units of Social Studies are expected of college bound students?

A: Most colleges and universities require that applicants have completed 3 or more units of social studies.

Q: What does the state of Missouri require for High School graduates?

A: Students must pass 1 unit of United States History (students could take Honors U.S. History, U.S. History, or AP U.S. History to fulfill this requirement) and 1/2 unit of United States government (students could take U.S. Government or AP Government to fulfill this requirement). They must also pass United States and Missouri Constitution tests selected by the district.

Q: What is the difference between eighth grade American History and ninth grade American History?

A: American History in Rockwood Schools is divided into two courses. The eighth grade course covers American History from exploration through reconstruction. The ninth grade course picks up post-reconstruction and continues to the present.

Q: What is the difference between Challenge, Honors and the regular social studies course?

A: Challenge and Honors social studies was developed as a way to differentiate instruction for students with strong Social Studies skills. Challenge and Honors students may be required to move at a faster pace or to study topics more in depth. Honors students are challenged to work on skills that will enable them to be successful in Advanced Placement Social Studies classes.

Q: In the Social Studies Department, what Advanced Placement Courses are offered by the Rockwood School District?

A: Rockwood offers AP United States History, AP Government, and AP European History. These courses may be taken to replace the United States History, United States Government, or World History requirements. AP Psychology is an additional Advanced Placement Course offered. Students enrolled in the courses may elect to pay a pre-determined fee to take the Advanced Placement exam and potentially earn college credit. More information is available in the High School course description guides.

Q: Why do Advanced Placement Courses receive weighted grades?

A: Weighted grades are designed to reflect the advanced nature of the courses. AP courses require intensive readings, written and oral research, classroom presentation, discussion preparation, and preparation for the AP exam.

Q: What electives are available for students who may not want to take AP courses?

A: The Rockwood Social Studies Department offers an additional ten electives including economics, sociology, psychology, and other interesting social studies disciplines.

Fine Arts

Q: Why are the Arts important?

A: The arts have been part of us from the very beginning. Since nomadic peoples first sang and danced for their ancestors, since hunters first painted their quarry on the walls of caves, since parents first acted out the stories of heroes for their children, the arts have described, defined, and deepened human experience. All peoples, everywhere, have an abiding need for meaning—to connect time and space, experience and event, body and spirit, intellect and emotion. People create art to make these connections, to express the otherwise inexpressible.

Q: Why do I need to take Arts classes in the middle school?

A: The arts program in the middle school builds sequentially on the art and music programs in the elementary school and provides the foundation for the art, music, and theatre programs in the high school. Instructional activities are directed toward achieving the national content and achievement standards. High School credit in the Fine Arts is a requirement for high school graduation and admission to most colleges.

Q: What benefits does an Arts Education provide?

A: Arts Education benefits both student and society. It benefits the *student* because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. This process requires not merely an active mind but a trained one. Today, we see a premium on Novelty, Nuance, and Customization; skills that are not Routine. We teach Artistry, Empathy, Collaboration, Inventiveness, Problem Solving Concepts, and a Global Awareness in our Arts Classrooms. An Arts Education also benefits *society* because students gain powerful tools for understanding human experiences; learning to adapt to and respect others' ways of thinking, working, and expressing themselves; learning artistic modes of problem solving, which bring an array of expressive, analytical, and developmental tools to every human situation; understanding the influences of the arts in their power to create and reflect cultures, in the impact of design on virtually all we use in daily life, and in the interdependence of work in the arts with the broader worlds of ideas and action; making decisions in situations where there are no standard answers; analyzing nonverbal communication and making informed judgments about cultural products and issues; and communicating their thoughts and feelings in a variety of modes, giving them a vastly more powerful repertoire of self-expression. Numerous studies point toward a **consistent** and **positive** correlation between a substantive education in the arts and student achievement in other subjects and on standardized tests. A comprehensive, articulated arts education program also engages students in a process that helps them develop the self-esteem, self-discipline, cooperation, and self-motivation necessary for success in life.

Q: Why are music courses only offered as yearlong opportunities?

A: Every music course provides experiences in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter. Also included are learning experiences designed to develop the ability to read music, use the notation and terminology of music, describe music, make informed evaluations concerning music, and understand music and music practices in relation to history and culture and to other disciplines in the curriculum. One of the National Music "Opportunity to Learn" Standards states that each ensemble (band, orchestra, and choir) meet as a unit throughout the year. Every performing group presents a series of performances each year. The number of performances is sufficient to demonstrate the nature and extent of the students' learning experiences. An ensemble (for instance, 6th grade band) may perform music in the spring that requires skills that were taught in the fall. Skills taught in the Spring Semester are sequential, and are dependent upon skills taught in the previous semester. Additionally, content taught in the 7th grade depends upon a successful 6th grade experience as 8th grade does to 7th. Middle School Music Courses are essential in order to participate in High School Band, Orchestra and Choir and extremely valuable in order to be successful in the High School AP Music Theory course.

Q: What courses must I take to have a better chance of successfully passing the Art Fundamentals Waiver Exam?

A: Students who take both Art Studio and Design Studio throughout their middle school years demonstrate higher rates of passage than those who do not.

Q: What is the Art Fundamentals Waiver Exam?

A: The exam measures specific knowledge and skills that are taught in the High School Art Fundamentals Class. The High School Art Fundamentals class is the entry-level high school art course and serves as the gateway to other High School art classes. This course is a required prerequisite in order to then take: Drawing I, Painting I, Graphic Design I, Photography I, Ceramics I, and Sculpture I. A student who completes the requirements of Art Fundamentals before High School begins has a better chance to get through to both AP Art Studio Courses in the High School Curriculum. More information can be found on page 37 of this guide.

PRACTICAL ARTS

Q: Why should my student take Practical Arts in middle school?

A: Middle school is a time for exploration and discovery. The courses in the practical arts provide opportunities for students to make connections from mathematics, science, language arts and social studies classes to real life situations. These hands-on experiences help create relevance between core subjects and day-to-day life.

The practical arts program at the middle school provides a solid base of knowledge for high school courses. Students who enjoy the variety of experiences in middle school provided by practical arts are able to make course selections in high school which represent and expand their talents and interest. The nature of practical arts class encourages students to use 21st century skills expected in the workplace.

- **Collaboration** – working toward a common goal with classmates by sharing knowledge, learning and building consensus.
- **Cooperation** – working together with peers to share resources and ideas.
- **Communication** – the exchange of information through discussion, writing and use of technology.
- **Creativity** – the generation of ideas and making connections to make something new and unique.
- **Organization** – working with deadlines and expectations while working toward a goal.
- **Problem Solving** – in a word, *thinking*: discovering ways to apply previous knowledge to fix a challenge.
- **Self-Direction and Social Responsibility** – monitoring one’s self and learning to use resources in any environment to reach goals as well as considering the interests of the team or group.
- **Technology Fluency** – Analyzing, managing, accessing, integrating, evaluating and creating using a variety of forms. We live in a changing world, the ability to learn, un-learn and re-learn is essential for leaders of the future.

“The current and future health of America’s 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy-‘21st Century Literacy’-that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.”

– 21st Century Workforce Commission National Alliance of Business

GIFTED PROGRAM

Q: Does Rockwood have a gifted program at the middle school level?

A: Yes. The middle school gifted program is called Academic Stretch. Academic Stretch is offered in conjunction with Compacted Challenge Language Arts. Students must qualify for both the gifted program and Challenge Language Arts in order to enroll in the Compacted Challenge Language Arts/Academic Stretch Block.

Q: What is the difference between the Challenge Language Arts Block and the Compacted Challenge Language Arts/Academic Stretch Block?

A: The Compacted Challenge Language Arts/Academic Stretch block is only open to students identified as gifted. Any identified gifted student who meets criteria for Challenge Language Arts can enroll in the Compacted Challenge Language Arts block. Students in this combined block cover the regular Challenge Language Arts curriculum at an accelerated pace. The time that is "freed up" through this acceleration provides students the opportunity to participate in Academic Stretch's high interest interdisciplinary studies. The Compacted Challenge Language Arts and Academic Stretch classes meet every other day for a double period and on contact days.

Q: How can the Challenge Language Arts curriculum be taught in less time when it is combined with Academic Stretch?

A: This is possible for three reasons: pretesting, increasing the pace of instruction and eliminating duplication of content. Pretesting identifies skills and topics students already know and therefore do not need to be taught. By identifying these topics early in the year, segments of the curriculum can be eliminated or greatly reduced for many students.

The pace can also be altered since gifted students tend to learn new material faster than their grade level peers. Generally, gifted students require less practice, less coaching, and fewer repetitions in order to learn new concepts. This faster learning with fewer repetitions means that more material can be covered in a given period of time. In all cases, skills and books that are most fundamental to the curriculum are prioritized for teaching.

Finally, there are many areas in which the language arts and Stretch curriculum overlap. These areas include literature, vocabulary and research skills. The language arts and gifted teachers collaborate to eliminate activities and lessons that do not need to be repeated in both classes, thus freeing up time to pursue other topics in their respective curriculum areas.

Q: What do students do in Academic Stretch?

A: Academic Stretch is offered every year to qualified students. Students enrolled in this class engage in interdisciplinary units that focus on high interest themes such as change, survival and systems. Within these themes, students are exposed to such topics as forensics, inventions, natural disasters, and the stock market. All topics promote active student engagement in learning and foster skills in research, communication, problem-solving, technology, and time management. Many opportunities to develop personal interests and talents are available through intensive use of technology and such academic learning activities as debates, mock trials, Socratic discussions and research projects.

Q: How should we determine whether our child belongs in the Compacted Challenge Language Arts/Academic Stretch Block?

A: Your school counselor will notify you regarding whether your child meets the criteria for this block. If your child qualifies and is willing to engage in challenging work, then we recommend enrollment in the program. The work is manageable and there should not be more homework than is required in the regular Challenge Language Arts class. Most Academic Stretch students are in all Challenge classes and do very well. Help with organizational skills is offered within the program to students who need support in that area.

GIFTED PROGRAM

Q: Why is Academic Stretch important?

A: Experts strongly believe that it is important for gifted students to have the opportunity to work and socialize together. In the rapidly changing middle school years, this opportunity is especially important. While focusing on curriculum that is both interesting and intellectually challenging, students in Academic Stretch can share experiences unique to gifted individuals. This combination of academic and social engagement helps build student self-confidence and foster good work habits. It also encourages students to set meaningful academic and social goals for themselves.

SPECIAL SERVICES

Q: How do students on IEP's receive services at the middle school level?

A: All students receive services based on their individual needs as identified in their IEP. There are special education staff assigned to middle schools to meet those needs. A transition IEP meeting will take place as necessary, or requested to share information regarding student needs as they move from elementary to middle school.

WORLD LANGUAGE

Q: What are the benefits of my child learning a world language?

A:

- Learning a world language equips a child with the skills to compete in an increasingly diverse and global society.
- A child who learns a world language scores higher on standardized tests in English.
- A child who learns a world language understands his/her native language better.
- A child who learns a world language develops greater cognitive skills in such areas as mental flexibility, creativity, divergent thinking and higher order thinking skills.

Q: **How many years of a world language should I encourage my child to take?**

A: The longer a language is studied, the greater the benefit. According to the College Board, the verbal scores of students who had taken four or five years of world language were higher than the verbal scores of students who had taken four or five years of any other subjects.

Today, many universities require a minimum of three levels of a world language, roughly the equivalent of three or four levels of high school world language study. Students who have completed three or more levels of a world language will often be able to test out of some portion of the required world language coursework at a college/university. (One year of high school level language is equivalent to one semester at a college/university) Those who plan to attend a Missouri college/university should check with the university or college to learn their recommendations.

Q: **Why are the world language courses at the middle school split into a two-year sequence?**

A: Research supports dividing the Level I world language curriculum into two years of sequential study for middle school students. This enables the students to progress at an age appropriate pace as they begin to acquire the new language. Therefore, more time is devoted to world language development: reading, writing, listening and speaking. Teachers are also able to engage students in activities designed specifically for middle school world language students. Finally, research again supports that providing middle school students with a two-year Level I study of a world language equips them to become successful language learners at the high school level. |

Q: **When must my child begin world language study in the middle school in order to benefit from the longest possible length of study of the world language?**

A: If your child intends on beginning the study of world language in the middle school, he/she must begin in the seventh grade. Because the Level I world language class is a two-year sequential program, students begin the course in the seventh grade and complete it in the eighth grade. Students who begin the study of the world language in the middle school (7th grade) can complete an additional four years of study of the language at the high school (through Level V/AP). Additionally, if you would like to take Advanced Placement language classes, a student should start in 7th grade to take the whole course sequence.

Q: **What happens if my child doesn't begin world language study in the seventh grade?**

A: In order to participate in the two-year sequential program of study, students must begin in the seventh grade. If a student fails to begin world language study in the seventh grade, he/she must wait until the ninth grade in order to begin sequential study of a language likely eliminating the opportunity to participate in Level V/AP.

Q: **What happens after Middle School?**

A: PASSING 7TH GRADE + PASSING 8TH GRADE = 1 HIGH SCHOOL CREDIT **APPLIED UPON SUCCESSFUL COMPLETION OF LEVEL 2 IN 9TH GRADE.** So, if your child takes 7th and 8th grade but for some reason does not enroll in level 2, he or she will not get the high school credit.

A student may apply for college credit through the University of Missouri St. Louis once they are a **sophomore** and are in **level 3**. In order to be eligible for the credit, the student must have an overall GPA of 3.0 and must have a GPA of 3.5 in the language. The application for credit will be discussed with your child at the beginning of level 3. You will have to watch for these papers to come home! If you miss the deadline, your child will not get the college credit! There is a fee for the college credit, but it is cheaper than it would be if your child was in college! Missouri colleges/universities accept the credit. Some out of state colleges accept the credit and some do not. There is a booklet at the high schools that include the names of colleges who accept the credit.

STUDENT ACADEMIC ACCELERATION

The following is the Board of Education Policy and Regulation 2535, Student Academic Acceleration. For more information, contact Dr. Linda Smith, Director of Gifted Education (636-207-2579, ext. 229 or smithlinda@rockwood.k12.mo.us) and/or visit the Gifted Program web site at www.rockwood.k12.mo.us/gifted/acceleration.htm.

Policy 2535 – Student Academic Acceleration

The Board of Education of the Rockwood School District believes it is important to encourage, support, and assist each student to develop academically. Given the range of abilities represented in each Rockwood classroom, it is essential that teachers adapt instruction to meet the wide range of student abilities and skills that exists. In recognition of the diverse needs of students and the benefits associated with instructional adaptations, the Board supports acceleration appropriate to individual students.

Regulation 2535 – Student Academic Acceleration

Acceleration in the Rockwood School District refers to educational strategies which provide opportunities for students to more rapidly achieve education goals as described herein. Participation in acceleration often is based on individually identified needs and is designed on a case-by-case basis.

The following chart provides examples of acceleration strategies that may be considered in making decisions appropriate to the individual student. All student assessment data will be factored in a decision. In each instance, the best interest of the student predominates.

Options Applicable in Grades K-12

Curriculum Compacting	A procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace. Pre-testing identifies learning objectives already mastered, and students are allowed to “test out” of certain academic exercises and move on to new material
Differentiated Instruction	Consistently using a variety of instructional approaches to modify content, process, and/or products in response to learner readiness, interest, and/or learner profile of academically diverse students.
Grade Skipping *	The student is moved ahead of normal grade placement. This may be done during an academic year (e.g. placing a third grader directly into fourth grade, or promoting a third grader to fifth grade).
Individually Paced Instruction	The student is presented with materials that allow him/her to proceed at a self-selected pace.
Subject-Matter Acceleration	The student is placed for a part of a day with students at more advanced grade levels for one or more subjects without being assigned to a higher grade (e.g. a fourth grader going to fifth grade for science) or the student works for part of a day on material above grade level for one or more subjects within his/her regular classroom.

* In accordance with Missouri Department of Elementary and Secondary Education Regulations Whole-Grade Skipping in kindergarten is not an option.

(continued on next page)

STUDENT ACADEMIC ACCELERATION, *continued*

Regulation 2535 – Student Academic Acceleration, *continued*

Options Applicable at the Middle School and/or High School Levels

Challenge Program	Available for middle school students who qualify by meeting expectations of an assessment matrix based on academic performance.
Advanced Placement	The student takes a course in high school that prepares him/her for taking an examination that can confer college credit for satisfactory performance.
Distance Learning	An instructional strategy by which technology is used to allow the student to not physically be in the place where the teaching is taking place. Access to the instructor is gained through technology such as the Internet, interactive videoconferencing, and satellite.
Dual-Enrollment/ Credit	The student is enrolled in course work or summer programs that confer advanced instruction and credit for study (e.g. fast-paced language or math courses offered by universities).
Early Graduation	Graduate from high school in less than four (4) years based upon current District Policy 2525 – Graduation Requirements.
Elective System	The student can select a variety of upper level courses for the purpose of meeting his/her educational goals.

Adopted: August 3, 2000

Cross Ref:

Legal Ref:

Revised: October 18, 2007

Reviewed: April 10, 2009

Rockwood R-VI School District, Eureka, Missouri

MIDDLE SCHOOL CHALLENGE PROGRAM ELIGIBILITY CRITERIA
INFORMATION SHEET

The middle school challenge course curriculum provides advanced academic rigor. The challenge curriculum is designed to meet the needs of the qualified student, who will study intensified, compacted and/or accelerated content (refer to regular core curriculum description) in conjunction with individual and collaborative projects to enhance inquiry, research, analysis, synthesis, production and communication.

HOW IS ELIGIBILITY FOR THE CHALLENGE COURSES DETERMINED?

Eligibility is determined course by course for each student in the four core subject areas: challenge language arts, challenge math, challenge science, and challenge social studies. Students and parents can determine eligibility by reading the information contained below:

Students with National percentile subject area total scores of 95 or above on a nationally normed achievement test are eligible for that particular challenge course.

Students are also eligible for a particular challenge course if their grade point average percentile AND the nationally normed percentile on the related subject area total of the achievement test (example - for challenge science, refer to the science total on the achievement test) EQUALS 174 POINTS. The equation for eligibility is the student's Core G.P.A. (based on 4.0 scale) x 25 + national percentile score = TOTAL.

GRADE POINT AVERAGE PERCENTILE		ACHIEVEMENT TEST SUBJECT AREA TOTAL NATIONAL PERCENTILE	
(4.00)=100	+	74	= 174
(3.75)= 94	+	80	= 174
(3.66)= 92	+	82	= 174
(3.50) = 88	+	86	= 174
(3.33) = 83	+	91	= 174
(3.25) = 81	+	93	= 174
(3.00) = 75	+	99	= 174

HOW IS THE G.P.A. (GRADE POINT AVERAGE) COMPUTED?

(A=4 points; B=3 points; C=2 points; D=1 point; F=0 points) The Core G.P.A. is the average of four core subject grades (language arts, math, science, and social studies).

Calculate the Core G.P.A. from the most recent semester grades. Students new to Rockwood (and having no grades from Rockwood) can use semester grades from their former school district. The middle school Counselor can assist parents/students with eligibility by using semester grades from the most recent two semesters.

When computing a student's Core G.P.A., the Language Arts grade on Rockwood students who are currently enrolled in the 6th and 7th grade, except those that are in the Challenge Language Arts with Academic Stretch Block, will be doubled.

Example:

Core Subject	Grade	G.P.A. Points
Science	C	2.0
Social Studies	B	3.0
Math	A	4.0
Language Arts	A	8.0 (2 x 4.0)
	Total	17 points/5=3.4 G.P.A

When computing a current Rockwood fifth grade student's Core G.P.A., the second quarter and/or fourth quarter grades are used. For language arts the higher grade from Reading or Writing is used. Example:

Core Subject	Grade	G.P.A. Points
Science	C	2.0
Social Studies	B	3.0
Math	A	4.0
Reading	B	3.0
Writing	A	4.0
(Writing was used to determine the G.P.A. due to the higher grade)	Total	13 points/4=3.25 G.P.A.

For students new to Rockwood who have a language arts and a reading grade, the higher grade may be used to determine eligibility for Challenge Language Arts.

MIDDLE SCHOOL CHALLENGE PROGRAM ELIGIBILITY CRITERIA INFORMATION SHEET, *continued*

WHICH ACHIEVEMENT SCORE IS USED?

The subject area total national percentile score for each subject area is used. Also, the full-scale percentile from a student's IQ test, if available, can be used in place of the nationally normed achievement test subject area total percentile. For challenge language arts, the higher score between the reading total and the language arts total can be used. Students new to Rockwood (and having no scores from Rockwood) can use a nationally normed achievement score percentiles or full-scale I.Q. score percentiles from their former district. The middle school Counselor can assist parents/students with eligibility by using the achievement test subject area total percentiles from the current and past year.

IF THE STUDENT IS PRESENTLY PARTICIPATING IN CHALLENGE COURSES, HOW WILL ELIGIBILITY BE DETERMINED FOR THE COMING YEAR?

Students who participated in a subject area challenge course during the previous school year and scored a C- or better in that challenge course second semester are automatically eligible for the same subject area challenge course during the next school year.

ONCE A STUDENT ENTERS A CHALLENGE COURSE, WHAT GRADE MUST BE MAINTAINED?

Students who participate in a subject area challenge course during the current school year must maintain a C- or better first semester in order to continue in the challenge course for second semester. Students can continue in the same subject challenge course the next year if they have a second semester grade of C- or better. Once a student returns to a regular course, the student must re-qualify on the eligibility criteria.

1. It should be acceptable to use an intelligence test full-scale percentile score, if available, or subject area total of a nationally normed achievement test for the achievement score criterion.
2. Change the general description of the challenge courses to:
The middle school challenge course curriculum provides advanced academic rigor.
The challenge curriculum is designed to meet the needs of the qualified student, who will study intensified, compacted and/or accelerated content (refer to regular core curriculum description) in conjunction with individual and collaborative projects to enhance inquiry, research, analysis, synthesis, production and communication.
3. After students qualify for the challenge course(s), the committee supports the current practice of students needing to maintain a grade of C- or better in order to remain in the challenge courses.
4. The committee suggests that a "Middle School Challenge Program Eligibility Criteria Information Sheet" be created that will be carried home by all students. It is the responsibility of the middle schools to distribute copies of the "Information Sheets" to their students (including incoming 6th graders) and communicate information about the Middle School Challenge Program Eligibility Criteria.
5. The most recent semester grades should be used to compute the core grade point average and the most recent nationally normed achievement scores should be used for the achievement criterion. The School Counselor can assist the parents/students with eligibility by using grades from the most recent two semesters and subject area total national percentile scores from the current and past year.
6. All students must qualify with this criteria – no exceptions.

QUESTIONS may be addressed to your middle school guidance counselor.

Approved by the Rockwood School District Board of Education, February 5, 1998.

EARNING HIGH SCHOOL CREDIT IN MIDDLE SCHOOL

The Department of Elementary and Secondary Education (DESE) has approved changes for 6th-grade, 7th-grade and 8th-grade students who complete high school level courses. Students' high school transcripts will allow the appropriate units of credit recorded on the transcript, with the notation that these courses have been successfully completed prior to 9th grade.

What this allows:

- High school credit - Middle school students may receive high school credit for high school level courses in foreign language and math taken in middle school.
- Transcribed grades - The high school course will be included on the student's transcript with a letter grade. This will happen after the successful completion of the subsequent course in the subject area in high school.
- Graduation requirements – The courses will meet the subject-area requirements toward high school graduation

What this does not allow:

- GPA - The letter grade will not count in the student's grade point average in high school.

Special considerations for transfers

If a student transfers out of Rockwood before successful completion of the subsequent high school course, the credit will not be included on the high school transcript. The receiving school will determine whether the high school credit is awarded for the middle school course completion.

Special considerations for student-athletes

In order to be eligible for high school activities, the Missouri State High School Activities Association (MSHSAA) requires students in the 9th - 12th grades to pass three (3.0) units of credit the previous semester and be enrolled in three (3.0) units of credit for the current semester. Note: Middle school students who take the courses listed below for high school credit, and then continue on the curricular track for foreign language and math in high school, will not receive credit for the middle school courses if they retake these same courses in high school. It is important parents and students understand the MSHSAA requirement, if the student chooses to participate in high school activities.

Rockwood courses available for high school credit

Middle school students who choose the high school level courses will receive advanced standing credit that can be counted toward meeting the subject-area requirements for graduation. It is important to note the following:

- Final exams - Middle school students will take the end-of-course final exam in the courses for which they receive high school credit. This exam will be figured into their final grade.
- Courses available for high school credit - The middle school courses in Rockwood curriculum that meet these state standards for advanced standing are the following:

Middle School Course(s) earn High School Credit

Spanish I and II
French I and II
German I and II
Algebra I
Honors Geometry
Honors Algebra II

For more information, contact your professional school counselor.

LANGUAGE ARTS COURSE MAP

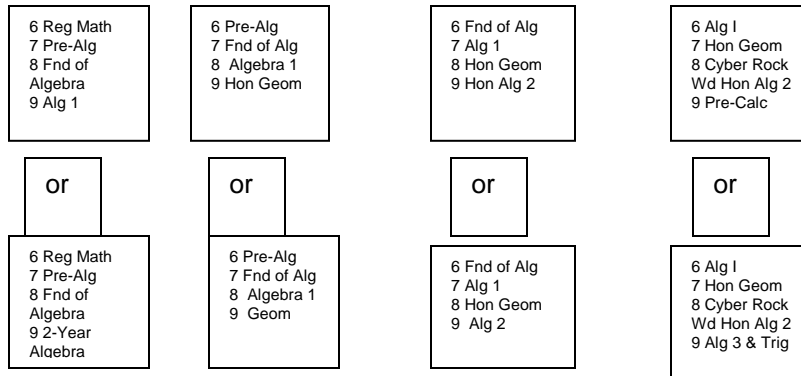
Sixth	Seventh	Eighth	Ninth	Tenth	Eleventh	Twelfth
6th Grade Language Arts Block	7th Grade Language Arts Block	8th Grade Language Arts Block				
OR	OR	OR				
6th Grade Challenge Language Arts Block	7th Grade Challenge Language Arts Block	8th Grade Challenge Language Arts Block				
OR	OR	OR				
6th Grade Compacted Challenge Language Arts	7th Grade Compacted Challenge Language Arts	8th Grade Compacted Challenge Language Arts				
			9th Grade Language Arts			
			Honors 9 Language Arts			
			Literature, Composition & Reading Strategies I			
			WG Advanced Language Arts Research/ Presentation I			
			Journalism Writing and Reporting			
			Design and Desktop Publishing for Journalism			
			Newspaper Production			
				10th Grade Language Arts		
				Honors 10 Grade Language Arts		
				Literature , Composition & Reading Strategies II		
				WG Advanced Language Arts Research/ Presentation II		
				Yearbook Production		
				Multimedia Yearbook Production		
				Creative Writing		
					11th Grade Language Arts	
					Language, Communication & Composition I	
					WG/AP English Language & Composition	
					WG/AP English Literature & Composition	
					Sports Literature and Writing	
					Multicultural Literature	
					Science Fiction Literature	
						Language, Communication & Composition II
						CC Senior Literature
						CC Senior Composition
						Senior Reader's/ Writer's Workshop

<p>WG – weighted grade course CC – approved for college credit AP – Advanced Placement</p>
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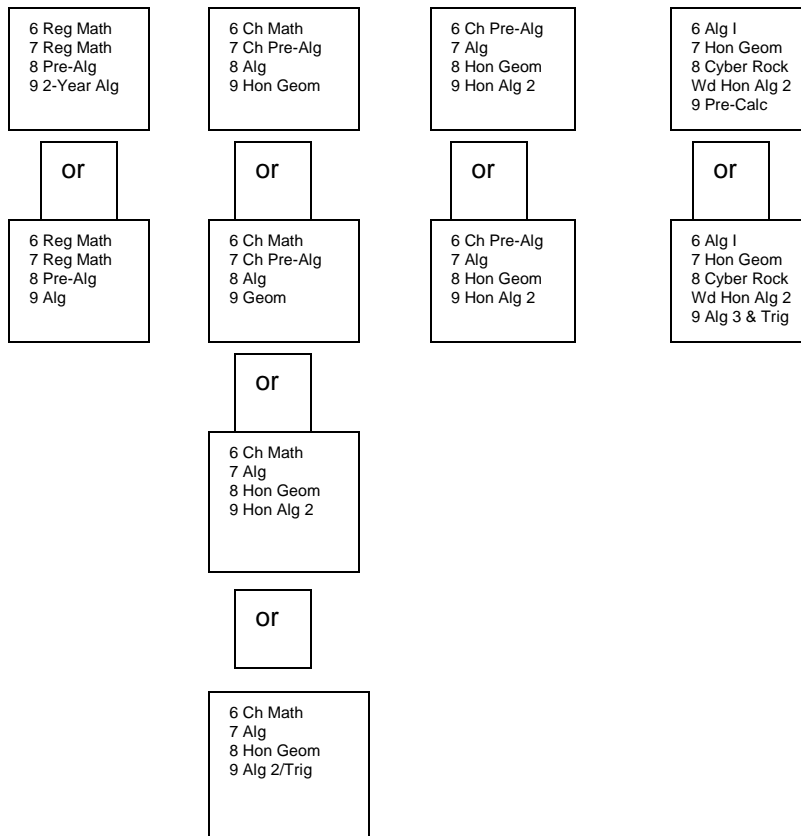
MATHEMATICS COURSE MAP

6-8 Mathematics

for 6th and 7th grade students for the 2012-13 school year



for 8th grade students for the 2012-13 school year



9-12 Mathematics

Find the column for the course that you will take when you enter ninth grade. All course sequence possibilities for a complete four years of math are listed in that column.

** 2-Year Algebra	* ALGEBRA I	* GEOMETRY	* HONORS GEOMETRY	*ALGEBRA II	* HONORS ALGEBRA II	* PRECALCULUS
9 Two-Year Alg I, Part I 10 Two-Year Alg 1, Part II 11 Geom 12 Alg II	9 Alg I 10 Geom 11 Alg II 12 Alg III/Trig/ Finite/Stat (choose two)	9 Geom 10 Alg II 11 Alg III & Trig 12 Precalc (WG)/ AP Stat (WG)	9 Hon Geom 10 Hon Alg II (WG) 11 Precalc (WG) 12 AP Calc (WG)/ Calculus	9 Alg II 10 Alg III & Trig 11 Precalc (WG) 12 AP Calc(WG)/ Calculus	9 Hon Alg II (WG) 10 Precalc (WG) 11 AP Calc (WG)/ Calculus 12 AP Stat (WG)	9 Precalc (WG) 10 AP Calc (WG) 11 University Level 12 AP Stats (WG)
OR	OR	OR	OR	OR	OR	OR
9 Two-Year Alg I, Part I 10 Two-Year Alg 1, Part II 11 Algebraic Geom 12 Consumer Math/Math in Careers	9 Alg I 10 Hon Geom 11 Hon Alg II (WG) 12 Precalc (WG)/ AP Stat (WG)	9 Geom 10 Hon Alg II (WG) 11 Precalc (WG) 12 AP Calc (WG)/ Calculus	9 Hon Geom 10 Hon Alg II (WG) 11 Precalc (WG) 12 AP Stat (WG)	9 Alg II 10 Alg III & Trig 11 Precalc (WG) 12 AP Stat (WG)	9 Hon Alg II (WG) 10 Precalc (WG) 11 AP Calc (WG)/ 12 University Level	9 Precalc (WG) 10 AP Calc (WG) 11 AP Stats (WG) 12 University Level
OR	OR	OR	OR	OR	OR	
9 Two-Year Alg I, Part I 10 Two-Year Alg 1, Part II 11 Geom 12 Consumer Math/Math in Careers	9 Alg I 10 Hon Geom 11 Alg II 12 Alg III/Trig/ Finite/Stat (choose two)	9 Geom 10 Hon Alg II (WG) 11 Precalc (WG) 12 AP Stat (WG)	9 Hon Geom 10 Hon Alg II (WG) 11 Alg III & Trig 12 Precalc (WG)/ AP Stat (WG)	9 Alg II 10 Alg III & Trig 11 Precalc (WG) 12 Finite/Stat	9 Hon Alg II (WG) 10 Alg III & Trig 11 Precalc (WG) 12 AP Calc (WG)/ Calculus	
OR	OR	OR	OR	OR	OR	
	9 Alg I 10 Geom 11 Hon Alg II (WG) 12 Precalc (WG)	9 Geom 10 Hon Alg II (WG) 11 Alg III & Trig 12 Precalc (WG)/ AP Stat (WG)	9 Hon Geom 10 Alg II 11 Alg III & Trig 12 Precalc (WG)/ AP Stat (WG)	9 Alg II 10 Alg III & Trig 11 Finite/Stat 12 AP Stat(WG)	9 Hon Alg II (WG) 10 Alg II & Trig 11 Precalc (WG) 12 AP Stat (WG)	
OR	OR	OR	OR			
	9 Alg I 10 Algebraic Geom 11 Alg II 12 Alg III/Trig/Finite/Stat (choose two)	9 Geom 10 Alg II 11 Alg III & Trig 12 Finite/Stat	9 Hon Geom 10 Alg II 11 Alg III & Trig 12 Finite/Stat			
OR	OR					
	9 Alg I 10 Algebraic Geom 11 Consumer Math/Math Careers					

Please note that Precalculus must always be preceded by Algebra III and Trigonometry or Honors Algebra II.

** Taking Two-Year Algebra I, Part I, and Two-Year Algebra I, Part II, a two-year course of study, will not meet entrance requirements for the University of Missouri. However some 4-year institutions accept 3 credits of math beginning with two-year Algebra I.

The NCAA recognizes 2 Year Algebra as 1 credit.

* College Preparatory Courses

*(WG) denotes a weighted grade

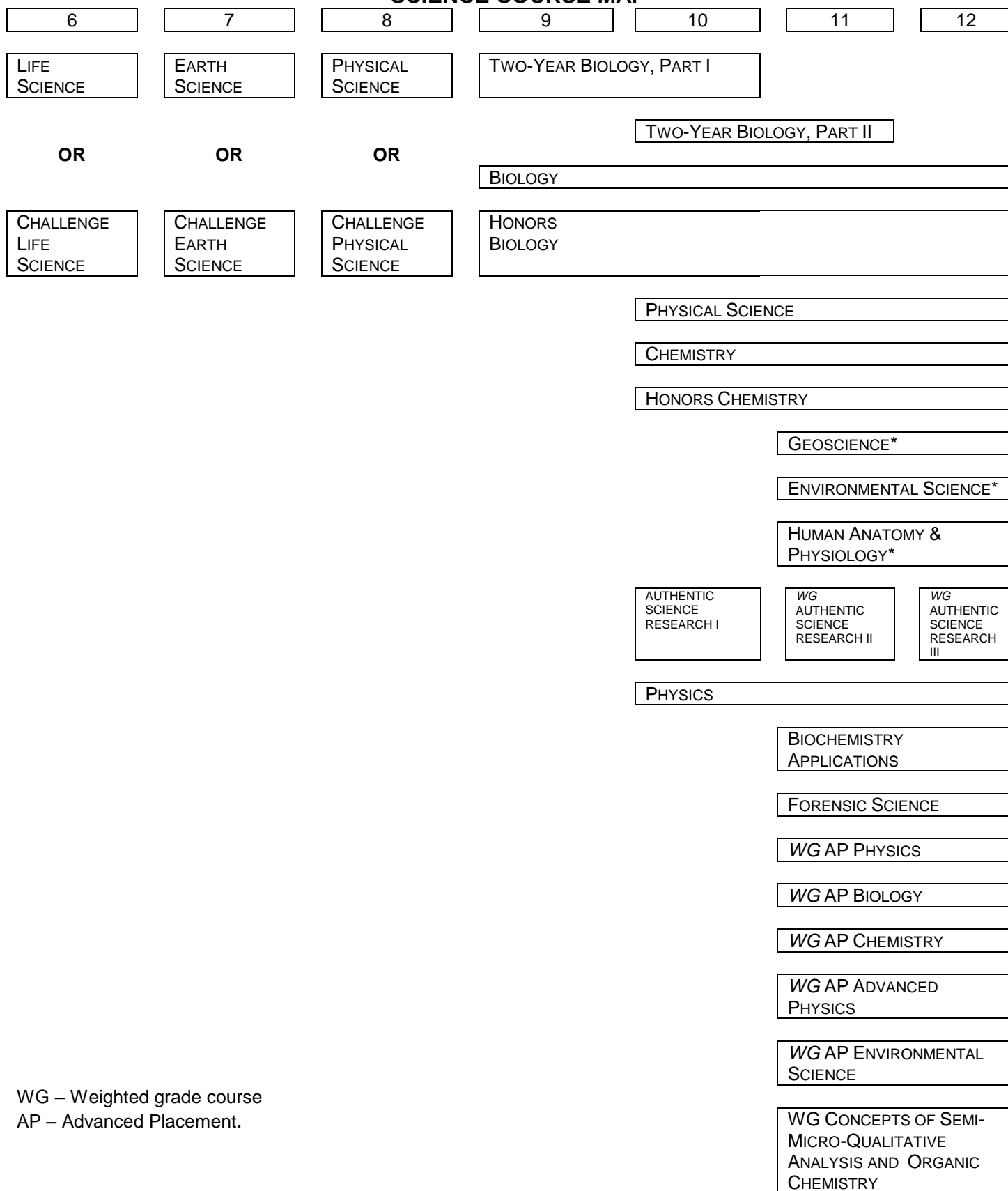
Math Strategies for the College Bound can be taken concurrently with any math course after Algebraic Geometry/Geometry/Honors Geometry.

Algebra III may not be taken after successful completion of Precalculus.

AP Statistics can be taken after successful completion of Honors Algebra II or any two of the following semester courses: Algebra III, Trigonometry, Statistics or Finite.

Any sequence not listed above must have the approval of the Department Chair.

SCIENCE COURSE MAP



WG – Weighted grade course
 AP – Advanced Placement.

*Geoscience, Environmental Science, and Human Anatomy & Physiology courses can be taken in 10th Grade if also enrolled in Physical Science, Chemistry or Honors Chemistry.

SOCIAL STUDIES COURSE MAP

6	7	8	9	10	11	12
World History <i>OR</i> Challenge World History	World Geography <i>OR</i> Challenge World Geography	United States History <i>OR</i> Challenge United States History	*United States History (1865 to the Present) *Honors United States History Global Studies (Asia, Latin America, Middle East, and Eastern Europe) Civil War and Reconstruction			
				**World History		
				**WG AP World History		
				**WG AP European History		
				Law and Justice		
				Economics and Personal Finance		
				***United States Government		
				***WG AP Government		
				WG AP Economics		
				*WG AP United States History		
				Geographic Information Systems		
				Historical Inquiry		
				Sociology		
				Psychology		
				WG AP Psychology		
				Contemporary Issues		
				Politics and Conflict in the Modern World		

- * Fulfills United States History Requirement
- ** Fulfills World History Requirement
- *** Fulfills United States Government Requirement

WG – weighted grade course
 CC - approved for college credit
 AP - Advanced Placement

PHYSICAL EDUCATION/HEALTH COURSE MAP

Middle School Courses

6th grade	Physical Education/Health
7th grade	Physical Education/Health
8th grade	Physical Education/Health

High School Courses

9th, 10th, 11th, 12th grades

Personal Fitness & Wellness

Note: Enrollment in this course is strongly recommended in the 9th grade year. This course is required before a student can take any of the following electives.

Basic Aquatic Skills

Intermediate Aquatic Skills

* Advanced Aquatic Skills and Life Guard Training

Beginning Strength Training

Advanced Strength Training

Aerobic Training & Conditioning

Lifetime/Recreational Sports

Team Sports A, B, & C

The following courses are offered as elective but do not fulfill the Physical Education requirement.

First Aid/Responding to Emergencies

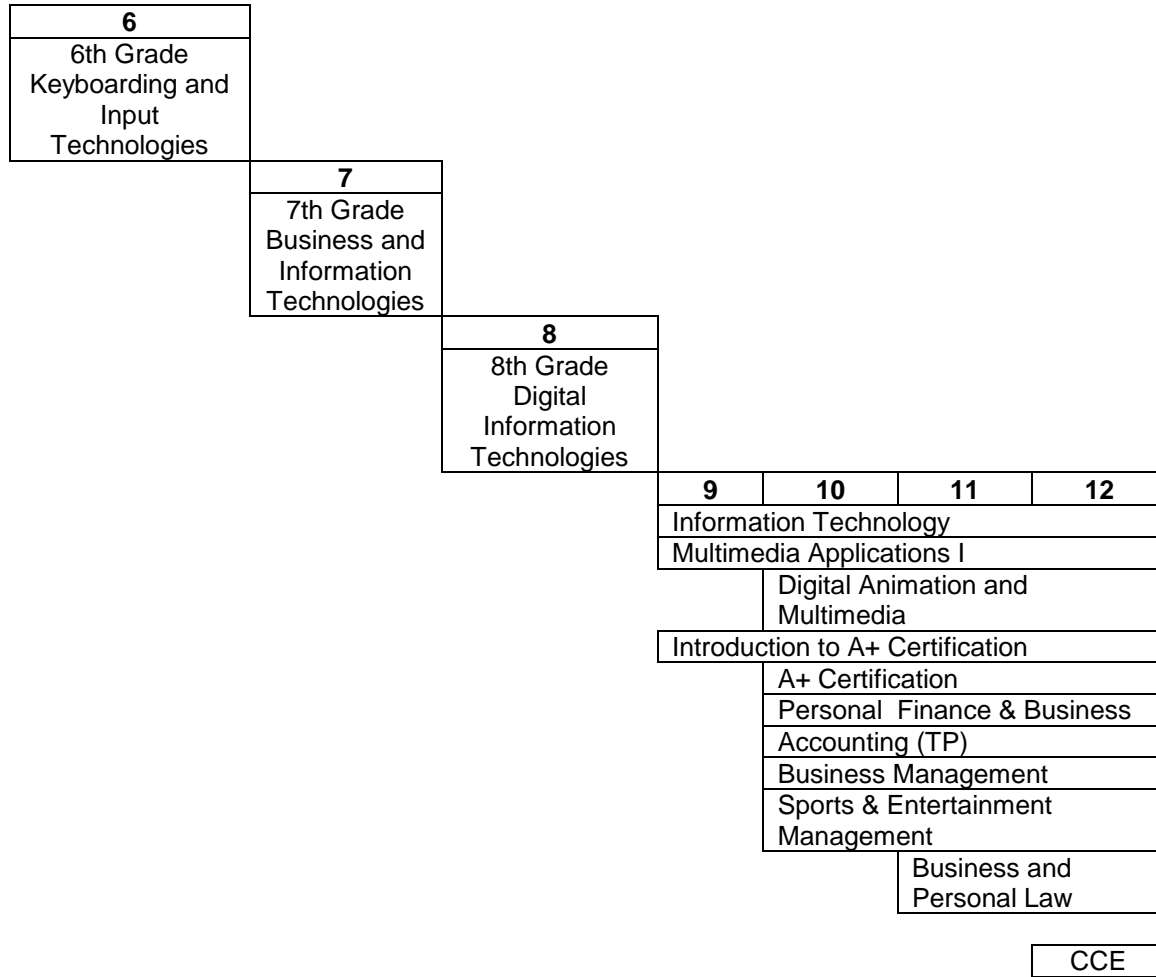
Driver Education

Health Education

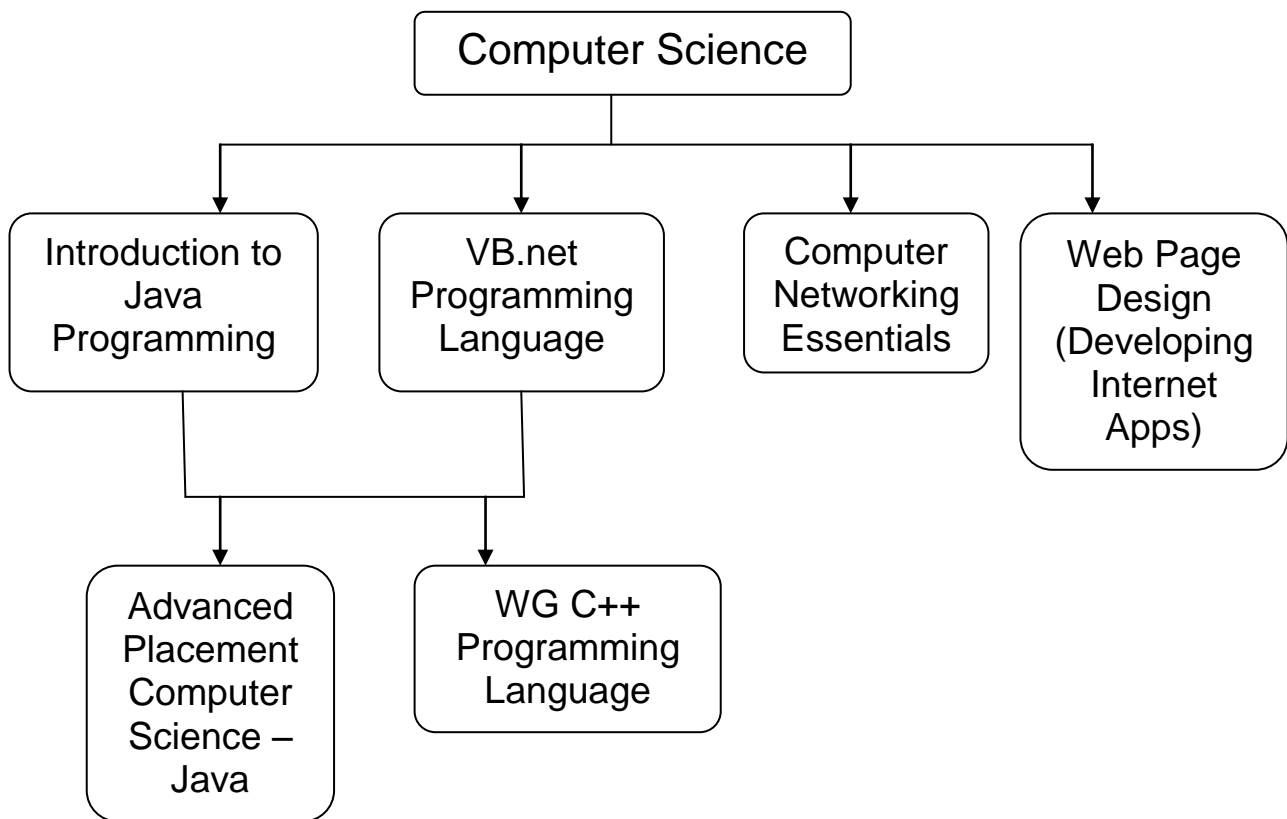
High School Students who want to take more than one Physical Education course during any one semester must have the Physical Education department chairperson's permission.

* May be taken more than twice for further certification. To be eligible for Lifeguard Training, the student must be 15 years of age on or before the final scheduled class session.

BUSINESS EDUCATION DEPARTMENT COURSE MAP



COMPUTER SCIENCE COURSE MAP



FAMILY & CONSUMER SCIENCE COURSE MAP

	6	7	8	9	10	11	12
6 th Grade Exploring FACS Life Skills (quarter elective)	X						
7 th & 8 th Grade FACS Life Skills I (semester elective)		X	X				
8 th Grade FACS Life Skills II (semester elective)			X				
Foods and Nutrition I				X	X	X	X
Foods and Nutrition II				X	X	X	X
Foods and Nutrition III					X	X	X
Culinary Arts I						X	X
Culinary Arts II						X	X
Fashion Construction I				X	X	X	X
Fashion Construction II				X	X	X	X
Fashion Construction III					X	X	X
Fashion Design and Merchandising					X	X	X
Child Development I (TP)					X	X	X
Child Development II (TP)					X	X	X
Family Relations						X	X
Housing and Interior Design					X	X	X
Personal Finance					X	X	X
Life After High School						X	X
Cooperative Career Education (CCE)							X

MUSIC COURSE MAP

Sixth Grade	Seventh Grade	Eighth Grade
Beginning Band	Cadet Band	Concert Band
Intermediate Orchestra	Cadet Orchestra	Concert Orchestra
Treble Choir	Treble Choir	Treble Choir
Mixed Choir	Mixed Choir	Mixed Choir

Grade 9	Grade 10	Grade 11	Grade 12
Concert Band *			
Symphonic Band *			
Jazz Band *			
Introduction to Choral Fundamentals (1 semester)			
Mixed Choir * or Treble Choir *			
Concert Chorale * or Treble Chorale *			
Treble Chamber * or Mixed Chamber *			
Show Choir*			
Chamber Orchestra *			
Concert Orchestra *			
Symphonic Orchestra *			
Beginning Guitar			
Advanced Guitar			

Grade 10	Grade 11	Grade 12
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WG AP Music Theory

*** By Audition and/or Permission by Director Only**

Where two performance-based choirs are listed within a box, both have a common curriculum but differ in the voice parts included in each course. The voicings for each course are listed in the course description.

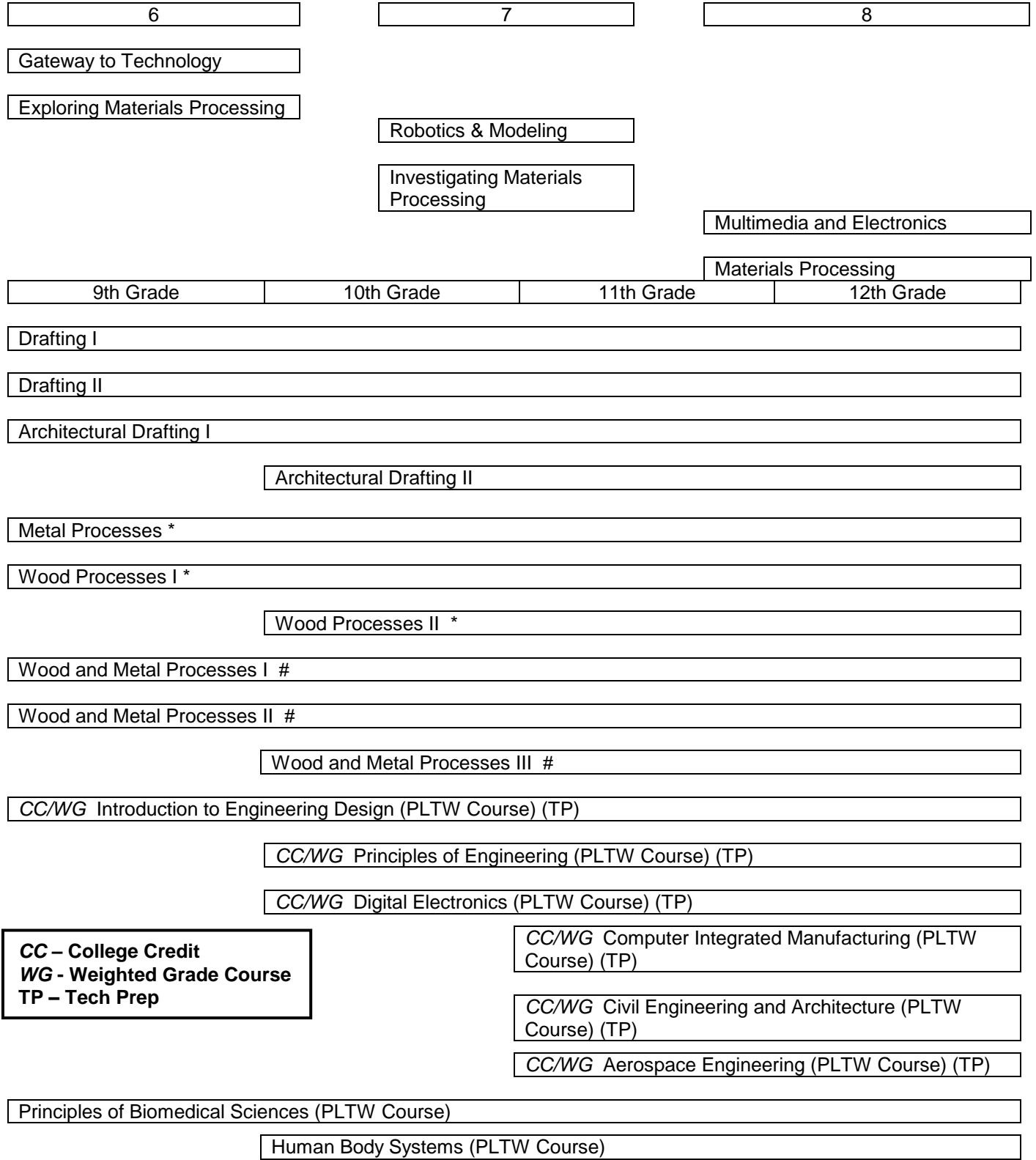
SPEECH COURSE MAP

GRADE 6	GRADE 7	GRADE 8
Introduction to Theatre and Speech	Acting and Communication Lab	Introduction to Public Speaking

9th Grade	10th Grade	11th Grade	12th Grade
Public Speaking			
Competitive Speaking I			
Oral Communication			
		Advanced Oral Communication	
Debate*			
Video Production I			
		Video Production II*	
Radio Production I			
		Radio Production II*	
Competitive Speaking II*			

* may be taken more than once

TECHNOLOGY EDUCATION COURSE MAP



* - Eureka High and Lafayette High offerings only
 # - Rockwood Summit High offerings only

Cooperative Career Education (CCE)

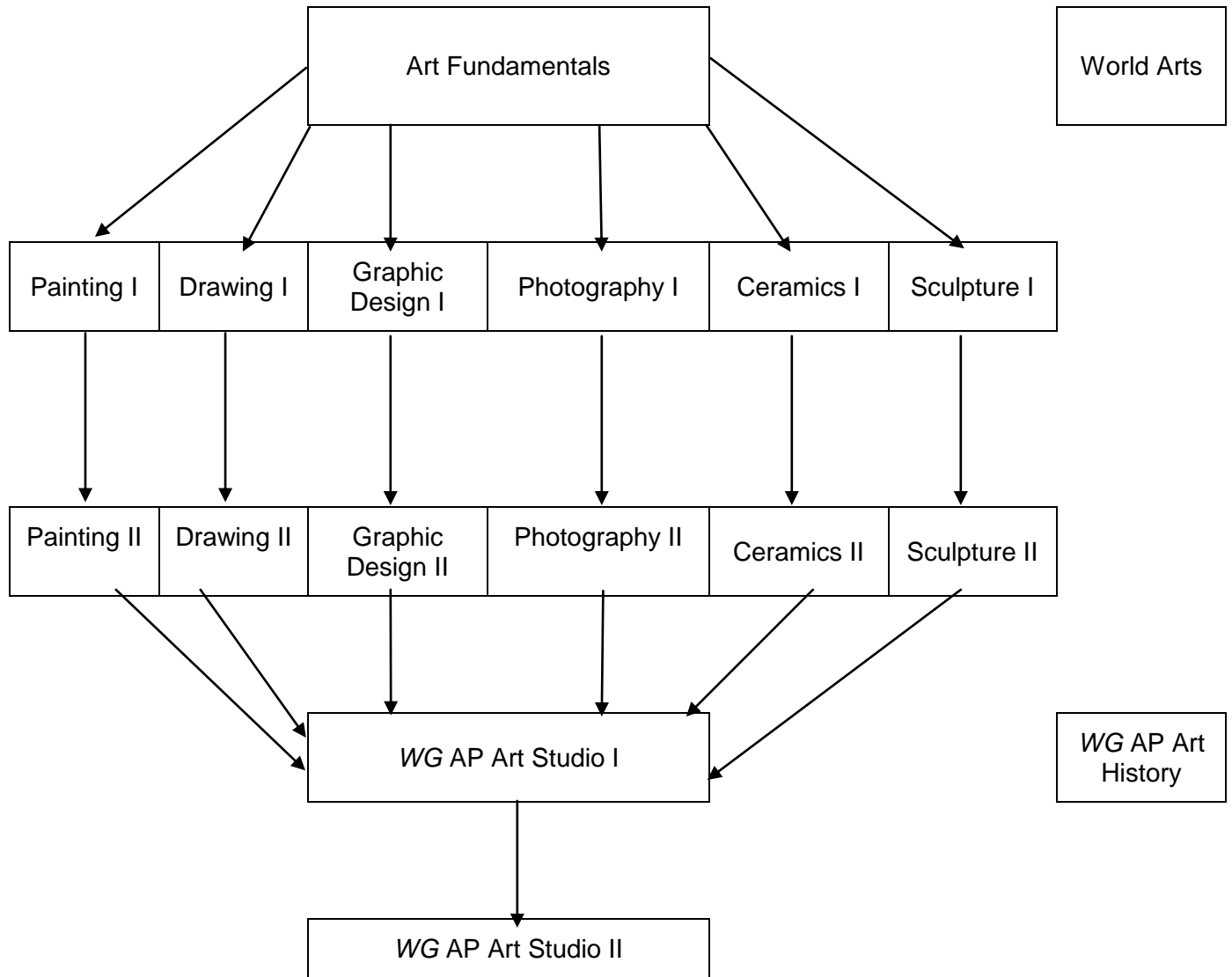
THEATRE ARTS COURSE MAP

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
INTRO. to THEATRE & SPEECH						
	ACTING & COMM. LAB					
		THEATRE ARTS				
			THEATRE ARTS I: ACTOR'S STUDIO			
			THEATRE ARTS II: THEATRE PERFORMANCE AND PRODUCTION			
			THEATRE DESIGN AND TECHNOLOGY			
			DANCE & PERFORMANCE MOVEMENT			
				CC THEATRE ARTS III: DIRECTOR'S STUDIO		
				CC STUDIO THEATRE		

CC – approved for college credit

VISUAL ARTS COURSE MAP

Sixth Grade	Seventh Grade	Eighth Grade
6th Grade Art Studio	7th Grade Art Studio	7th Grade Art Studio
6th Grade Design Studio	7th Grade Design Studio	7th Grade Design Studio



WORLD LANGUAGE COURSE MAP

Course	6	7	8	9	10	11	12
WORLD LANGUAGE ELECTIVES							
Introduction to Classical Mythology**							
Classical Roots**							
Classical Civilization**							
FRENCH							
Introduction to French							
French I 07							
French I 08							
French I							
French II							
French III CC							
French IV WG/CC							
French V WG/CC							
AP French Language and Culture WG/CC							
GERMAN							
Introduction to German							
German I 07							
German I 08							
German I							
German II							
German III CC							
German IV WG/CC							
German V WG/CC							
AP German Language and Culture WG/CC							
German Experience**							
German Culture and Language Through Film							
LATIN							
Latin I							
Latin II							
Latin III CC							
Latin IV WG/CC							
AP Latin WG/CC							
Ancient Greek I							
Ancient Greek II							
SPANISH							
Introduction to Spanish							
Spanish I 07							
Spanish I 08							
Spanish I							
Spanish II							
Spanish III CC							
Spanish IV WG/CC							
AP Spanish V WG/CC							
AMERICAN SIGN LANGUAGE							
American Sign Language I							
American Sign Language II							

WG - weighted grade course
CC – approved for college credit
AP – Advanced Placement

** Courses offered for elective credit only.

Art Acceleration Plan

Artistically gifted or interested students who take both Art Studio and Design Studio throughout their middle school years are best prepared to earn a waiver of Art Fundamentals as a prerequisite for intermediate level art course enrollment in high school. The waiver, a combination of a portfolio submission and written exam, allows a student to enroll in an intermediate level art course for the first semester of his/her freshman year. It does not grant high school credit. This waiver will be awarded in the student's 8th grade year as a result of the successful completion of both a paper and pencil test and a portfolio evaluation. The accelerated artist who continues taking art courses in grades 9-12 can complete two advanced placement studio art courses before graduating from high school.

Rockwood School District Attendance Procedure for Secondary Music Programs

1. A performance schedule will be announced in a timely manner, usually during the first two weeks of a semester. Additional performances to the schedule will be announced as far in advance as possible.
2. After the performance schedule is distributed, students will be given forty-eight hours to indicate any previous commitments that conflict with scheduled performance dates. To request an excused absence for a performance, the student must have a written parental request. The parental request should include student name, performance date and prior commitment. This request must be submitted within forty-eight hour time frame.
3. Students may be excused from a performance commitment, without penalty, upon teacher approval of a written parental request for excuse that must be received by the teacher within the forty-eight hour period.
4. Students may be excused from a performance commitment, without penalty, for an excused absence from school.
5. Students may be excused from a performance commitment, without penalty, for emergency reasons. Emergencies will be dealt with on an individual basis.
6. Students will not be excused from a performance commitment for work.
7. Students who receive an unexcused absence for a performance may have their quarter grade affected by no more than 20% of the total points.
8. In the event of an unexcused absence from a performance commitment, the future eligibility of the student in the performance ensemble will be assessed.
9. In the event of multiple excused absences from a performance commitment, the future eligibility of the student in the performance ensemble will be assessed.

Student signature: _____

Parent signature: _____

Date: _____

12TH GRADE LANGUAGE ARTS REQUIREMENTS:

To satisfy the fourth language arts credit for graduation, Rockwood seniors can select from seven core courses: AP English Literature; AP English Language; Senior Literature; Senior Composition; Language, Communication, and Composition I or II; or Senior Reader/Writers Workshop. In addition to one of the seven core courses, students may select one semester course to satisfy the fourth language arts graduation requirement: Creative Writing; Multicultural Literature; Sports Literature and Writing; Science Fiction Literature; or Competitive Speaking I. Students must take a core course for both semesters or a core course and one semester course.

The following courses fulfill the 4th Language Arts credit for graduation:

AP English-Literature & Composition
AP English-Language & Composition
Senior Literature (full year or semester)
Senior Composition (semester course)
Language, Communication, & Composition I or II
Senior Reader's/Writer's Workshop (semester course)

Only one of the following semester courses may be used to meet a half unit of Language Arts graduation credit:

Creative Writing
Multicultural Literature
Sports Literature and Writing
Science Fiction Literature
Competitive Speaking I

SPEECH PROFICIENCY COURSES:

A grade of C- or better in the following courses will meet the Speech Proficiency:

8th Grade Introduction to Public Speaking
Advanced Language Arts Research/Presentation I
Advanced Language Arts Research/Presentation II
Advanced Oral Communication
Authentic Science Research II
Authentic Science Research III
Competitive Speaking I
Competitive Speaking II
Debate
World Language Course – Level III, IV or V
Language, Communication and Composition I
Language, Communication and Composition II
Oral Communication
Public Speaking
Radio Production I
Radio Production II
Theatre Arts I: Actor's Studio
Video Production I Video Production II (

The Speech Proficiency can also be met by passing an oral presentation in the following classes:

9th Grade Language Arts
9th Grade Honors Language Arts
10th Grade Language Arts
10th Grade Honors Language Arts
11th Grade Language Arts
Literature, Composition, and Reading Strategies I
Literature, Composition, and Reading Strategies II
Senior Literature
Senior Reader's/Writer's Workshop

If the speech proficiency has not been met by one of the above options, a student may arrange for a speech proficiency test. Contact the Language Arts Department Chair.

A+ SCHOOL PROGRAM

The A+ Schools program was established as part of the Missouri Outstanding Schools Act of 1993 in order to provide incentives for local high schools to raise academic expectations, reduce their drop out rate, establish relationships with the business community, and provide better career pathways to students. Students who graduate from an A+ designated high school may qualify for a state-paid financial incentive to attend any public community college or career/technical school in Missouri if they successfully meet the requirements. In addition, some four year institutions may offer financial incentives for students who meet A+ criteria.

Rockwood voluntarily chooses to participate in the A+ Schools Program as a commitment to provide all students with a rigorous education that prepares them for college, post/secondary career/technical training, and a high wage job. It is the responsibility for all Rockwood high schools to meet and maintain all A+ requirements. The Missouri State Board of Education designates A+ status based on program review.

Rockwood high school students meeting the following requirements may be eligible for financial Reimbursement (providing Rockwood high schools maintain A+ status and funds are available from the Missouri General Assembly):

- Have a signed A+ participant agreement on file at the students' high school.
- Attend an A+ designated high school for three consecutive years prior to graduation. (If one of your parents is a member of the military on active duty or has retired from the military and relocated to Missouri within one year of their retirement, you are exempt from this requirement. However, you must attend an A+ designated high school and meet all of the other high school eligibility requirements in the school year immediately preceding graduation.)
- Graduate with an unweighted, unrounded cumulative GPA of at least 2.5 on a 4.0 scale.
- (A GPA of 2.49 will not be rounded)
- Maintain at least a 95% cumulative attendance record in grades 9-12 (an attendance rate of 94.9% will not be rounded).
- Perform 50 hours of unpaid mentoring and/or tutoring to other students in our District
- Beginning with the high school senior class of 2015, have achieved a score of proficient or advanced on the Algebra 1 end of course exam.
- Maintain a record of good citizenship and avoid the use of alcohol and unlawful drugs.
- Make a documented good faith effort to apply for non-payback financial aid by completing FAFSA. ([Free Application for Federal Student Aid](#)).
- Register for Selective Service if applicable

To maintain eligibility at the post-secondary level, students must:

- Attend a Missouri community college or postsecondary career/technical school on a full-time basis and maintain a GPA of 2.5 or higher.
- Make a good faith effort each year to first secure all available federal financial aid (FAFSA).

The legislation requires the Rockwood School District to establish guidelines and policies in order to administer the A+ Schools program in a fair and consistent manner. It is the responsibility of the students and parents to read, understand, and comply with the program requirements for eligibility. More information may be found on the Rockwood School District web site. Please direct any questions concerning this program to the A+ Schools Coordinator at your high school location.

COURSE SELECTION COMPANION GUIDE

<http://www.rockwood.k12.mo.us/guidanceandcounseling/Documents/Companiondoc.pdf>

"What do you want to do after high school?" That is a question that is asked of our students a multitude of times over the course of their public school education. It's a question that is not easily answered, due to the enormous number of possible post-secondary alternatives that are currently available to our students. Technological advances and global competition have transformed the nature of both education and work. Our students need to be prepared for, and informed of, the reality of several job and career changes over the course of their lifetimes. They need to understand that they will have to continually update their knowledge and skills, which may require additional training and/or education.

The Rockwood School District offers a wide array of courses and experiences to its students. As students review course offerings and activities, we hope to guide them in choosing coursework and experiences that are relevant to their future goals. Our school counselors, along with our teaching and Partners In Education staff, work carefully with students to help them choose a course of study that will meet students' post-secondary needs in both knowledge and rigor.

Many studies investigate the issue of career satisfaction. It is well-researched that people who work in careers that they like and are interested in are the happiest and most productive employees. In planning for post-secondary goals, students should start with examining where their own interests and talents lie. Using the results of the interest inventory from Missouri Connections as a guide to general career interests, students can begin to create their personal plan of study for their high school years and beyond. Professional school counselors, and other district personnel, guide students and parents in this important planning process. The planning process is critical to a student not only meeting graduation requirements, but also to taking the coursework that will ultimately lead him/her to their post-secondary goals.

Students sometimes fail to see the connections between their course choices and their relevance to future goals. The career cluster approach is an excellent way for students to make that important connection between what is learned in school and the knowledge/skills needed for success in post-secondary education and careers. Career clusters help to identify possible pathways from high school to two- and four-year colleges, vocational and technical colleges, the military, and the workplace. They assist the student in making course choices that connect relevant learning in school to future career choices.

How to Use The Companion Guide

This companion guide is an effort to help students make the connection between opportunities offered during high school and those offered following graduation. It is one type of resource to guide students toward making better, more informed course selections based on students' interests and future career goals. The Companion Guide uses career clusters as a model for planning. Using career clusters does not lock or track students into one career area. It is instead a more comprehensive way to explore an area of stated interest, as it includes not only coursework but also extra-curricular activities and experiences.

Included in the Companion Guide is a chart that explains the connection between career paths, career clusters, and career pathways. Students may discover which career cluster seems to fit them best by taking the Missouri Connections interest, skills and values inventories. The companion guide explains each career cluster, the careers within that cluster according to education level, future jobs and careers within the St. Louis and Missouri regions, and current pay rates/salaries for many careers. Sample templates of personal plans of study based upon specific career clusters are included for students to refer to as they work on their own personal plans of study. Links to career planning resources are also included.

It is our hope that, by using this companion guide in planning high school course selection, students will understand the relevance of their course choices to their future careers. By doing guided and intentional planning, students will leave high school knowing that they have the necessary background to attain their career goals, thus possibly eliminating multiple college major changes, elongating their post-secondary education, and experiencing career false-starts.

You may access the Course Selection Companion Guide online at

<http://www.rockwood.k12.mo.us/guidanceandcounseling/Documents/Companiondoc.pdf> , your high school or middle school webpage, or by requesting a copy of the document from one of your school counselors.

MIDDLE SCHOOL PROGRAM

SIXTH GRADE

6TH GRADE

**Language Arts (6th Grade Language Arts Block, 6th Grade Challenge Language Arts Block, 6th Grade Compacted Challenge Language Arts/Academic Stretch Math (6th Grade Math, 6th Grade Pre-Algebra)
Science (6th Grade Life Science, 6th Grade Challenge Life Science)
Social Studies (6th Grade World History, 6th Grade Challenge World History)
Physical Education/Health**

ELECTIVE PROGRAM: (Full Year Courses)

**6th Grade Intermediate Orchestra
6th Grade Beginning Band
6th Grade Treble Choir
6th Grade Mixed Choir**

EXPLORATORY PROGRAM: (Quarter Courses)

**6th Grade Art Studio
6th Grade Design Studio (not at LSMS)
6th Grade Introduction to Theatre and Speech
6th Grade Exploring FACS Life Skills
6th Grade Keyboarding and Input Technologies
6th Grade Gateway to Technology
6th Grade Exploring Materials Processing (LSMS only)
6th Grade Introduction to French
6th Grade Introduction to German
6th Grade Introduction to Spanish**

SIXTH GRADE CURRICULUM

6TH GRADE LANGUAGE ARTS BLOCK

Full Year

Course Number(s): **MLA00023 (1st Sem.)**

MLA00024 (2nd Sem.)

The sixth grade language arts block will continue to develop reading, writing, information literacy, and listening and speaking skills. Students will use metacognitive and active reading strategies to comprehend increasingly more complex material, including fiction, non-fiction, poetry and drama. Students will use the writing process in order to create effective paragraphs. Emphasis will be placed on the 6 Traits of Quality Writing. Vocabulary instruction and word awareness will be embedded in the reading and writing processes. Students will further develop media literacy skills, use of the research process, and their ability to evaluate both the relevance and reliability of information gathered. Formal and informal speaking and discussion will be further promoted, as will listening for information. Students will be expected to apply these skills in preparation for future years of study.

6TH GRADE CHALLENGE LANGUAGE ARTS BLOCK

Full Year

Course Number(s): **MLA00029 (1st Sem.)**

MLA00030 (2nd Sem.)

Prerequisite: Students must meet Board of Education approved criteria.

The challenge curriculum is designed to meet the needs of those students with strong reading, writing and organizational skills. It is recommended that students read independently at a seventh grade reading level or higher. The curriculum will emphasize reading, writing, information literacy, and listening and speaking skills. Students will use metacognitive and active reading strategies to comprehend increasingly more complex material, including fiction, non-fiction, poetry and drama. Students will use the writing process in order to create effective paragraphs. Emphasis will be placed on the 6 Traits of Quality Writing. Vocabulary instruction and word awareness will be embedded in the reading and writing processes. Students will further develop media literacy skills, use of the research process, and their ability to evaluate both the relevance and reliability of information gathered. Formal and informal speaking and discussion opportunities will be further promoted, as will listening for information. Students will be expected to apply these skills in preparation for future years of study.

6TH GRADE COMPACTED CHALLENGE LANGUAGE ARTS

Full Year

Course Number(s): MLA00041 (1st Sem.)

MLA00042 (2nd Sem.)

Prerequisite: Identified Gifted students who meet Board of Education approved criteria.

Sixth grade Compacted Challenge Language Arts is scheduled in conjunction with Academic Stretch. As such it meets on alternating school days and is only offered to students identified as gifted. Because less time is available to cover compacted challenge language arts objectives, the pace of instruction in Compacted Challenge Language Arts is accelerated. It is highly recommended that students entering this course have advanced writing skills and read at or above the seventh grade reading level. Students will use metacognitive and active reading strategies to comprehend increasingly complex material, including fiction and non-fiction; students will read and analyze a variety of advanced-level materials, including fiction, non-fiction, drama and poetry. Students will use the writing process in order to create well-developed paragraphs and multi-paragraph pieces. Emphasis will be placed on the 6 Traits of Quality Writing. Vocabulary and word awareness will be taught through the reading and writing processes. Students will further develop media literacy skills, use of the research process and their ability to evaluate both the relevance and reliability of information gathered. Formal and informal speaking and discussion opportunities will be further promoted, as will listening for information. Students will be expected to apply these skills in preparation for future years of study.

6TH GRADE ACADEMIC STRETCH

Full Year

Course Number(s): MLA00043 (1st Sem.)

MLA00044 (2nd Sem.)

Academic Stretch is the middle school component of the Rockwood Gifted Program. This component is offered in grades six through eight for students who meet district criteria for the gifted program. Academic Stretch is offered in conjunction with Compacted Challenge Language Arts (see above) and enables students to engage in interdisciplinary, thematic studies that focus on real world issues and challenges. These challenges involve advanced-level content and open-ended investigations within the broad areas of change, survival and the nature of systems. Forensics, inventions, natural disasters and the stock market are examples of specific units that are studied. All units in this program are designed to promote active student engagement in learning and develop skills in critical and creative thinking, information processing, problem-solving, communication and leadership. Time management strategies, current events, literature, high-end technology, community resources and service projects are also incorporated into the Academic Stretch curriculum, as are skills and concepts taught in Compacted Challenge Language Arts classes.

6TH GRADE MATH

Full Year

Course Number(s): MMA00012 (1st Sem.)

MMA00013 (2nd Sem.)

The sixth grade general mathematics course continues the development of the skills and concepts taught at the elementary level. Applications, problem solving, and critical thinking are integrated throughout the course. The course will offer real-life mathematics in the areas of basic computation with whole numbers, fractions, decimals, percents, algebra, geometry and spatial sense, measurement, ratios, and data analysis including measures of center, and statistical graphs. Technology will be integrated as a tool of instruction.

6TH GRADE PRE-ALGEBRA

Course Number(s): MMA00033 (1st Sem.)

MMA00034 (2nd Sem.)

Full Year

Prerequisite: Students must qualify for the 6th Grade (Pre-Algebra) by achieving a minimum score of Eligibility Criteria.

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.

6TH GRADE LIFE SCIENCE

Full Year

Course Number(s): MSC00015 (1st Sem.)

MSC00016 (2nd Sem.)

Sixth Grade Life Science students will participate in hands-on investigations that focus on life science. Students will explore the interactions of plants and animals in the environment, how organisms carry out life processes, and the transfer of biological characteristics from one generation to the next. The exploration of the scientific process is embedded in all units of study. Examining historical events and current issues will help students understand the nature of science and the interaction between science and society.

6TH GRADE CHALLENGE LIFE SCIENCE

Full Year

Course Number(s): MSC00017 (1st Sem.)

MSC00018 (2nd Sem.)

Prerequisite: Students must meet Board of Education approved criteria.

Sixth Grade Challenge Life Science is an inquiry-based study of life science. Students will analyze the interactions of plants and animals in the environment, how organisms carry out life processes, and the transfer of biological characteristics from one generation to the next.

Students will utilize science process skills to design and conduct different types of studies to solve problems. They will research background information, develop hypotheses, write procedures, identify variables, record and graph results, write conclusions and formulate explanations. They will evaluate the accuracy of results and recommend future investigations.

This in-depth study is for highly motivated students. Students will apply critical thinking, math, and technology skills as they study topics in depth. Reading and expository writing skills will be utilized to complete scientific research, summaries, and data reports. It is expected that students have the ability to work both independently and in collaborative groups. It is recommended that students have strong math skills (competent with fractions, decimals, basic equations, scientific notation, exponents, and percents).

6TH GRADE WORLD HISTORY

Full Year

Course Number(s): MSS00007 (1st Sem.)

MSS00008 (2nd Sem.)

World History students will examine the ancient world from Pre-history through the Middle Ages using five key strands of social studies. While examining the history of the ancient world, students will analyze the connections among geography, government, culture, and economics. Students will also develop critical process skills for assessing issues, problem solving, decision-making, and taking civic action.

6TH GRADE CHALLENGE WORLD HISTORY

Full Year

Course Number(s): MSS00009 (1st Sem.)

MSS00010 (2nd Sem.)

Prerequisite: Students must meet Board of Education approved criteria

The challenge world history curriculum is designed to meet the needs of those students who desire and are capable of studying intensified, compacted curriculum. Students will utilize independent study skills with emphasis on research, analysis, and inquiry. The course will include varied and complex reading and writing assignments to promote the development of key social studies skills. Students will examine the ancient world from Pre-history through the Middle Ages analyzing the connections among geography, government/civics, economics and culture. Critical process skills for assessing issues, solving problems, making decisions, and taking civic action will be developed.

PHYSICAL EDUCATION/HEALTH

Full Year

Course Number(s): MPE00004 (1st Sem.)

MPE00005 (2nd Sem.)

Physical Education/Health in the sixth grade will provide students the opportunity to learn and practice a variety of fundamental movement skills while participating in various games, team and individual/lifetime sports, as well as team building activities. Primary focus will be on skill development and application in lead up games. Character education traits will be incorporated throughout the class. Physical fitness will be emphasized through the teaching of the principles of health and skill-related fitness. Health topics will be integrated throughout the course and will include nutrition, an overview of body systems, the endocrine system, diseases, personal hygiene, and tobacco use and abuse.

(ELECTIVE PROGRAM)

6TH GRADE INTERMEDIATE ORCHESTRA

Full Year

Course Number(s): MMU00035 (1st Sem.)

MMU00036 (2nd Sem.)

Prerequisite: Fifth Grade Orchestra or evidence of equivalent training satisfactory to the instructor.

The training provided in Fifth Grade Orchestra continues in this course. Students receive instruction in music reading skills, production of a good tone, bowing, and left hand techniques. Attendance at all performances is required and part of the class grade as covered in the Rockwood School District Attendance Procedure for Secondary Music Programs.

Students must provide their own instrument, book, and supplies.

6TH GRADE BEGINNING BAND

Full Year

Course Number(s): MMU00029 (1st Sem.)

MMU00030 (2nd Sem.)

Beginning Band is a student's entry into the Rockwood Band Program. A student interested in playing in a school band should start in the 6th grade. Students who don't take beginning band must demonstrate their competency in an audition for the instructor to participate in band following the 6th grade year. This course is designed for students interested in beginning level instruction on flute, clarinet, oboe, saxophone, bassoon, trumpet, French horn, trombone, baritone, tuba, and percussion instruments (orchestra bells, xylophone, snare drum, bass drum, and other percussion accessory instruments). Students will receive instruction on tone production, music reading skills, basic music theory, and instrument care. Attendance at all performances is required and part of the class grade as covered in the Rockwood School District Attendance Procedure for Secondary Music Programs.

Students must provide their own instrument, book, and supplies.

6TH GRADE TREBLE CHOIR

Full Year

Course Number(s): MMU00017 (1st Sem.)

MMU00018 (2nd Sem.)

Prerequisite: Enrollment requirement – Students must audition and be selected by the vocal music instructor.

Treble Choir is a full year performance course for treble voices designed to introduce fundamentals of music and the skills required for effective ensemble singing. Students will rehearse and perform level-appropriate two and three part choral literature. Attendance at scheduled performances is mandatory and a part of required class work as covered in the Rockwood School District Attendance Procedure for Secondary Music Programs.

6TH GRADE MIXED CHOIR

Course Number(s): MMU00023 (1st Sem.)

MMU00024 (2nd Sem.)

Full Year

Prerequisite: Enrollment requirement – Students must audition and be selected by the vocal music instructor.

Mixed Choir is a full year performance course designed to introduce fundamentals of music and the skills required for effective ensemble singing. Students will rehearse and perform level-appropriate two and three part choral literature. Attendance at scheduled performances is mandatory and a part of required class work as covered in the Rockwood School District Attendance Procedure for Secondary Music Programs.

(EXPLORATORY PROGRAM)

6TH GRADE ART STUDIO

Quarter Course

Course Number(s): MAR00007

Students will create art from observation, personal experience, and imagination. They will learn and use drawing, painting, and sculpture techniques to create original two- and three-dimensional artworks. Students will express their personal or group identities, and create realistic or abstract works of art. They will analyze and critique artworks, discuss aesthetic issues, and understand how art is related to history and culture.

6TH GRADE DESIGN STUDIO (not at LSMS)

Quarter Course

Course Number(s): MAR00008

Inspired by observation, imagination, and cultural studies, students will express themselves through the themes of personal identity, symbols in society, and functional art containers. Students will create two- and three-dimensional projects from original designs with a variety of drawing media, graphic design, and clay modeling techniques. Students will analyze and critique artworks, discuss aesthetic issues, and understand how art is related to society.

6TH GRADE INTRODUCTION TO THEATRE AND SPEECH

Quarter Course

Course Number(s): MSP00002

By playing games, performing skits, acting out scenes, improvising situations, storytelling and/or pantomiming various situations, students in the beginning course Introduction to Theatre and Speech will familiarize themselves with acting and presentation skills. Gaining a better understanding of the theatrical arts along the way, students will further their ability to focus and concentrate while additionally gaining an understanding of how people, including themselves, express meaning, both verbally and non-verbally.

6TH GRADE EXPLORING FACS LIFE SKILLS

Quarter Course

Course Number(s): MFC00010

This exploratory course for sixth grade boys and girls is designed to introduce students to the subject of Family and Consumer Sciences. Students will develop introductory food preparation skills while preparing and serving a variety of breakfast foods and snacks. Construction of a creative sewing project exposes students to the use of sewing machines. All of the course activities will emphasize safety and teamwork in an interactive environment.

6TH GRADE KEYBOARDING AND INPUT TECHNOLOGIES (KIT)

Quarter Course

Course Number(s): MBS00010

KIT is your “key” to computer success!! You will be amazed how your keying speed and accuracy will improve during this fast-paced class. In addition, imagine the fun you’ll have exploring the Internet, digital photos, and cool web tools. Are you ready for the KIT challenge?

6TH GRADE GATEWAY TO TECHNOLOGY

Quarter Course

Course Number(s): MIT00007

In this introduction to technology and pre-engineering class you will learn about the design process as you complete fun projects. You will learn about the six simple machines and then build a Rube Goldberg project (think of the game Mousetrap) demonstrating the transfer of energy. In addition, you will be introduced to the basics of CAD (computer) drawings in order to design and build an air racer (mini-hovercraft) that you will be able to race against your classmates.

6TH GRADE EXPLORING MATERIALS PROCESSING (LSMS only)

Quarter Course

Course Number(s): MIT00004

This is a hands-on activity class, which provides an opportunity for students to explore design concepts and problem-solving strategies as they create, construct, and build projects. This course will include the safe, proper use of various hand tools and machines as well as the correct procedures and measurements for the fabrication and completion of products.

6TH GRADE INTRODUCTION TO FRENCH

Quarter Course

Course Number(s): MFL00007

Prerequisite: None.

Introduction to French offers the student an overview of French language and culture. It covers basic vocabulary, basic expressions, and cultural information. Ideally, the course is designed to help a student determine which World Language to pursue in future studies.

6TH GRADE INTRODUCTION TO GERMAN

Quarter Course

Course Number(s): MFL00008

Prerequisite: None.

Introduction to German offers the student an overview of German language and culture. It covers basic vocabulary, basic expressions, and cultural information. Ideally, the course is designed to help a student determine which World Language to pursue in future studies.

6TH GRADE INTRODUCTION TO SPANISH

Quarter Course

Course Number(s): MFL00009

Prerequisite: None.

Introduction to Spanish offers the student an overview of Spanish language and culture. It covers basic vocabulary, basic expressions, and cultural information. Ideally, the course is designed to help a student determine which World Language to pursue in future studies.

MIDDLE SCHOOL PROGRAM

SEVENTH GRADE

7TH GRADE

Language Arts (7th Grade Language Arts Block, 7th Grade Challenge Language Arts Block, 7th Grade Compacted Challenge Language Arts/Academic Stretch)

Math

(7th Grade Pre-Algebra, 7th Grade Foundations of Algebra)

Science (7th Grade Earth Science, 7th Grade Challenge Earth Science)

Social Studies (7th Grade World Geography, 7th Grade Challenge World Geography)

Physical Education/Health

ELECTIVE PROGRAM: (Full Year Courses)

7th Grade Cadet Orchestra

7th Grade Cadet Band

7th Grade Treble Choir

7th Grade Mixed Choir

7th Grade French I 07

7th Grade German I 07

7th Grade Spanish I 07

EXPLORATORY PROGRAM: (Semester Courses)

7th Grade Art Studio

7th Grade Design Studio (not at LSMS)

7th Grade Acting and Communication Lab

7th Grade FACS Life Skills I

7th Grade Robotics and Modeling

7th Grade Investigating Materials Processing (LSMS only)

7th Grade Business and Information Technologies

SEVENTH GRADE CURRICULUM

7TH GRADE LANGUAGE ARTS BLOCK

Full Year

Course Number(s): MLA00025 (1st Sem.)

MLA00026 (2nd Sem.)

The seventh grade language arts block will continue to develop reading, writing, information literacy and listening and speaking skills. Students will use metacognitive and active reading strategies to comprehend increasingly more complex material, including fiction, non-fiction, poetry and drama. Students will use the writing process in order to create effective paragraphs and multi-paragraph pieces. Emphasis will be placed on the 6 Traits of Quality Writing. Vocabulary instruction and word awareness will be embedded in the reading and writing processes. Students will further develop media literacy skills, use of the research process, and their ability to evaluate both the relevance and reliability of information gathered. Formal and informal speaking and discussion opportunities will be further promoted, as will listening for information. Students will be expected to apply these skills in preparation for future years of study.

7TH GRADE CHALLENGE LANGUAGE ARTS BLOCK

Full Year

Course Number(s): MLA00031 (1st Sem.)

MLA00032 (2nd Sem.)

Prerequisite: Students must meet Board of Education approved criteria.

The challenge curriculum is designed to meet the needs of those students with strong reading, writing, and organizational skills. It is recommended that students read independently at eighth grade reading level or higher. The curriculum will emphasize reading, writing, information literacy and listening and speaking skills. Students will use metacognitive and active reading strategies to comprehend increasingly more complex material, including fiction, non-fiction, poetry and drama. Students will use the writing process in order to create effective paragraphs and multi-paragraph pieces. Emphasis will be placed on the 6 Traits of Quality Writing. Vocabulary instruction and word awareness will be embedded in the reading and writing processes. Students will further develop media literacy skills, use of the research process and their ability to evaluate both the relevance and reliability of information gathered. Formal and informal speaking and discussion opportunities will be further promoted, as will listening for information. Students will be expected to apply these skills in preparation for future years of study.

7TH GRADE COMPACTED CHALLENGE LANGUAGE ARTS

Full Year

Course Number(s): MLA00045 (1st Sem.)

MLA00046 (2nd Sem.)

Prerequisite: Identified Gifted students who meet Board of Education approved criteria.

Seventh grade Compacted Challenge Language Arts is scheduled in conjunction with Academic Stretch. As such it meets on alternating school days and is only offered to students identified as gifted. Because less time is available to cover compacted challenge language arts objectives, the pace of instruction in Compacted Challenge Language Arts is accelerated. It is therefore highly recommended that students entering this course have advanced writing skills and read at or above the 8th grade reading level. Students will use metacognitive and active reading strategies to comprehend increasingly complex material, including fiction and non-fiction; students will read and analyze a variety of advanced-level materials, including fiction, non-fiction, drama and poetry. Students will use the writing process in order to create well-developed paragraphs and multi-paragraph pieces. Emphasis will be placed on the 6 Traits of Quality Writing. Vocabulary and word awareness will be taught through the reading and writing processes. Students will further develop media literacy skills, use of the research process and their ability to evaluate both the relevance and reliability of information gathered. Formal and informal speaking and discussion opportunities will be further promoted, as will listening for information. Students will be expected to apply these skills in preparation for future years of study.

7TH GRADE ACADEMIC STRETCH

Full Year

Course Number(s): MLA00047 (1st Sem.)

MLA00048 (2nd Sem.)

Academic Stretch is the middle school component of the Rockwood Gifted Program. This component is offered in grades six through eight for students who meet district criteria for the gifted program. Academic Stretch is offered in conjunction with Compacted Challenge Language Arts (see above) and enables students to engage in interdisciplinary, thematic studies that focus on real world issues and challenges. These challenges involve advanced-level content and open-ended investigations within the broad areas of change, survival and the nature of systems. Forensics, inventions, natural disasters and the stock market are examples of specific units that are studied. All units in this program are designed to promote active student engagement in learning and develop skills in critical and creative thinking, information processing, problem-solving, communication and leadership. Time management strategies, current events, literature, high-end technology, community resources and service projects are also incorporated into the Academic Stretch curriculum, as are skills and concepts taught in Compacted Challenge Language Arts classes.

7TH GRADE PRE-ALGEBRA

Course Number(s): MMA00039 (1st Sem.)

MMA00040 (2nd Sem.)

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.

7TH GRADE FOUNDATIONS OF ALGEBRA

Prerequisite: Successful completion of Pre-Algebra.

Course Number(s): MMA00035 (1st Sem.)

MMA00036 (2nd Sem.)

The Foundations of Algebra course is a combination of geometric and algebraic concepts that will enhance and extend Pre-Algebra knowledge to prepare students for Algebra 1 and beyond. Application, problem solving, and critical thinking are integrated throughout the course. The main focus will be for student's to solve, graph, and apply linear relationships. The course will also extend student's knowledge of the following: radicals, exponents, congruence and similarity, volume of 3-dimensional figures, Pythagorean Theorem, rational and irrational numbers, functions, and bivariate data.

7TH GRADE EARTH SCIENCE

Full Year

Course Number(s): MSC00019 (1st Sem.)

MSC00020 (2nd Sem.)

Seventh Grade Earth Science students will participate in hands-on investigations that focus on Earth science. Students will explore the Earth's composition and the causes of changes to the surface, the energy interactions among the atmosphere, land, and hydrosphere, and the energy interactions within our solar system and universe. The exploration of the scientific process is embedded in all units of study. Examining historical events and current issues will help students understand the nature of science and the interaction between science and society.

7TH GRADE CHALLENGE EARTH SCIENCE

Full Year

Course Number(s): MSC00021 (1st Sem.)

MSC00022 (2nd Sem.)

Prerequisite: Students must meet Board of Education approved criteria.

Seventh Grade Challenge Earth Science is an inquiry-based study of earth science. Students will analyze the Earth's composition and the causes of changes to the surface, the energy interactions among the atmosphere, land, and hydrosphere, and the energy interactions within our solar system and universe. The exploration of the scientific process is embedded in all units of study.

Students will utilize science process skills to design and conduct different types of studies to solve problems. They will research background information, develop hypotheses, write procedures, identify variables, record and graph results, write conclusions and formulate explanations. They will evaluate the accuracy of results and recommend future investigations.

This in-depth study is for highly motivated students. Students will apply critical thinking, math, and technology skills as they study topics in depth. Reading and expository writing skills will be utilized to complete scientific research, summaries, and data reports. It is expected that students have the ability to work both independently and in collaborative groups. It is strongly recommended that students have successfully completed 6th Grade Challenge Math prior to taking this course.

7TH GRADE WORLD GEOGRAPHY

Full Year

Course Number(s): MSS00011 (1st Sem.)

MSS00012 (2nd Sem.)

Students in seventh grade World Geography will explore patterns and relationships throughout the world using the five themes of geography and economic reasoning. Geographic and economic research tools will be used in order to make decisions and problem solve. Major course strands include: government, economics, geography, and culture.

7TH GRADE CHALLENGE WORLD GEOGRAPHY

Full Year

Course Number(s): MSS00013 (1st Sem.)

MSS00014 (2nd Sem.)

Prerequisite: Students must meet Board of Education approved criteria.

The seventh grade challenge world geography course is designed to meet the needs of students who desire and are capable of studying compacted social studies content. Students will use independent and cooperative strategies with an emphasis on research, writing, technology, inquiry, and analysis of complex source materials. Geographic and economic research tools will be used to analyze the five themes of geography in order to make decisions and problem solve. Major course strands include: government, economics, geography, and culture.

PHYSICAL EDUCATION/HEALTH

Full Year

Course Number(s): MPE00006 (1st Sem.)

MPE00007 (2nd Sem.)

Physical Education/Health in the seventh grade will provide students the opportunity to learn and practice a variety of fundamental movement skills while participating in various games, team and individual/lifetime sports, as well as team building activities. Primary focus will be on skill development and application in team sports. Character education traits will be incorporated throughout the class. Physical fitness will be emphasized through the teaching of the principles of health and skill-related fitness. Health topics will be integrated throughout the course and will include nutrition, the cardio-respiratory system, the reproductive system, first aid and personal safety, and alcohol use and abuse, inhalants and other illegal drug use and abuse.

(ELECTIVE PROGRAM)

7TH GRADE CADET ORCHESTRA

Full Year

Course Number(s): MMU00037 (1st Sem.)

MMU00038 (2nd Sem.)

Prerequisite: Beginning Orchestra, Intermediate Orchestra or evidence of equivalent training satisfactory to the instructor.

This is a performance-oriented course. Students continue to receive instruction in production of a good tone, music reading skills, bowing and left hand techniques. The fundamentals of performance within an orchestral ensemble will be developed. Students are prepared for the demands of the more advanced orchestral literature performed in the Concert Orchestra. Orchestral literature in a variety of different styles will be rehearsed and performed. Attendance at all performances is required and part of the class grade as covered in the Rockwood School District Attendance Procedure for Secondary Music Programs.

Students are encouraged to participate in appropriate enrichment opportunities, such as private lessons, All-Suburban Honors Orchestra, All-District Honor Orchestra, Solo and Ensemble Festival, and the Community Music School at Webster University Youth Orchestra Program.

Students must provide their own instrument, book, and supplies.

7TH GRADE CADET BAND

Full Year

Course Number(s): MMU00031 (1st Sem.)

MMU00032 (2nd Sem.)

Prerequisite: Successful beginning band experience and/or permission of the Band Instructor.

Cadet Band is designed for the Seventh Grade student who wishes to continue instruction on his/her instrument. Cadet Band builds on fundamentals taught in beginning woodwinds, brass and percussion classes. An increased emphasis will be placed on ensemble performance skills. Attendance at all performances is required and part of the class grade as covered in the Rockwood School District Attendance Procedure for Secondary Music Programs.

Students must provide their own instrument, book, and supplies.

7TH GRADE TREBLE CHOIR

Full Year

Course Number(s): MMU00019 (1st Sem.)

MMU00020 (2nd Sem.)

Prerequisite: Enrollment requirement – Successful 6th grade choral experience and/or vocal music instructor approval.

Treble Choir is a full year performance course for treble voices designed to reinforce fundamentals of music and the skills required for effective ensemble singing. Students will rehearse and perform level-appropriate two and three part choral literature. Attendance at scheduled performances is mandatory and a part of required class work as covered in the Rockwood School District Attendance Procedure for Secondary Music Programs.

7TH GRADE MIXED CHOIR

Full Year

Course Number(s): MMU00025 (1st Sem.)

MMU00026 (2nd Sem.)

Prerequisite: Enrollment requirement – Successful 6th grade choral experience and/or vocal music instructor approval.

Concert Choir is a full year performance course designed to reinforce fundamentals of music and the skills required for effective ensemble singing. Students will rehearse and perform level-appropriate two and three part choral literature. Attendance at scheduled performances is mandatory and a part of required class work as covered in the Rockwood School District Attendance Procedure for Secondary Music Programs.

7TH GRADE FRENCH I 07

Full Year

Course Number(s): MFL00010 (1st Sem.)

MFL00011 (2nd Sem.)

Prerequisite: None.

Note: Level IA is the first half of a 2-year Level I course offered to 7th graders at the middle school.

This elective course, the first in a two-part sequence, provides students with the necessary foundation for the continued study of French through Level I. The focus of the course is developing communication skills. Students will learn to read, write, speak, and listen to French while studying grammar and topical vocabulary. Cultural activities introduce the student to the customs and geography of the French speaking countries. Students will also explore how French language and culture relates to the English and other cultures. This class is a prerequisite for French IB. A grade of C or better is strongly recommended to continue on to French IB.

7TH GRADE GERMAN I 07**Course Number(s): MFL00020 (1st Sem.)****MFL00021 (2nd Sem.)****Full Year****Prerequisite: None.****Note: Level I 07 is the first half of a 2-year level I course offered to 7th graders in the middle school.**

This elective course, the first in a two-part sequence, provides students with the necessary foundation for the continued study of German through Level I. The focus of the course is developing communication skills. Students will learn to read, write, speak, and listen to German while studying grammar and topical vocabulary. Cultural activities introduce the student to the customs and geography of the German speaking countries. Students will also explore how German language and culture relates to the English and other cultures. This class is a prerequisite for German IB. A grade of C or better is strongly recommended to continue on to German IB.

7TH GRADE SPANISH I 07**Course Number(s): MFL00030 (1st Sem.)****MFL00031 (2nd Sem.)****Full Year****Prerequisite: None.****Note: Level IA is the first half of a 2-year level I course offered to 7th graders at the middle school.**

This elective course, the first in a two-part sequence, provides students with the necessary foundation for the continued study of Spanish through Level I. The focus of the course is developing communication skills. Students will learn to read, write, speak, and listen to Spanish while studying grammar and topical vocabulary. Cultural activities introduce the student to the customs and geography of the Spanish speaking countries. Students will also explore how French language and culture relates to the English and other cultures. This class is a prerequisite for Spanish IB. A grade of C or better is strongly recommended to continue on to Spanish IB.

(EXPLORATORY PROGRAM)

7TH GRADE ART STUDIO

Semester Course

Course Number(s): MAR00009

Students will learn about and use techniques of drawing media, watercolors, cardboard, and ceramics to create original two- and three-dimensional artworks. They will observe and communicate ideas about landscapes in one-point perspective, realistic and abstract portraits, and nonobjective art. Students will analyze and critique artworks, discuss aesthetic issues, and understand how art is related to the history and culture.

7TH GRADE DESIGN STUDIO (not at LSMS)

Semester Course

Course Number(s): MAR00010

Students will learn about and use techniques of drawing, painting, computer design, and sculpture media to create cartoons, masks, wearable art (jewelry or clothing design), and advertisements. They will create original two- and three-dimensional artworks. Students will analyze and critique artworks, discuss aesthetic issues, and understand how the design and use of products are tied to history and culture.

7TH GRADE ACTING AND COMMUNICATION LAB

Semester Course

Course Number(s): MDR00003

Acting and Communication Lab is a class where students participate in a variety of theatre activities focused on developing character, vocal expression, stage movement. Confidence in speaking grows through performances which may include interviewing, group performance, duet scenes, story-telling, games, pantomime and improvisation. Throughout, students will learn about verbal and non-verbal communication and how to clearly convey meaning.

7TH GRADE FACS LIFE SKILLS I

Semester Course

Course Number(s): MFC00011

In Life Skills I classes, students will prepare a variety of foods. During food labs cooperation, problem solving, and evaluation skills are emphasized. Hand and machine sewing skills will be developed during project construction. During this unit, students will also learn clothing care and basic laundry skills. Students who pass 7th Grade Life Skills I may enroll in 8th Grade Life Skills II.

7TH GRADE ROBOTICS AND MODELING

Semester Course

Course Number(s): MIT00008

If you think you would enjoy designing something and then building it, this class is for you! In this modeling and robotics pre-engineering class you will be using the design process as you complete various hands-on projects. You will create 3D models using a computer aided design (CAD) program. You will design a wooden dragster, and then actually get to build, drill, paint and race! In the robotics unit you will be using Fischer technique modeling pieces to build various mechanisms and then learn how to write a simple robotics program on the computer. You will combine your mechanism and program to build a simple "robot," which you will then hook to a computer and program its movements.

7TH GRADE INVESTIGATING MATERIALS PROCESSING (LSMS only)

Semester Course

Course Number(s): MIT00005

This is a hands-on activity class, in which students continue to apply the safe, proper use of additional or advanced hand tools and machines to design and analyze the necessary procedures to complete a fabricated product. Increasing emphasis on accuracy and precision will be implemented in tool use and measurement techniques.

7TH GRADE BUSINESS AND INFORMATION TECHNOLOGIES (BIT)

Semester Course

Course Number(s): MBS00020

A little *BIT* goes a long way!! Get a jump start using Microsoft Office 2010 and other fun Web 2.0 tools in this project-based class. Use your imagination to create a video or your own MP3. Have fun customizing a calendar, dream room design, and a restaurant menu. Enjoy a simulated online shopping spree while learning how to use Excel. The computer skills you master in this class will prepare you for high school.

MIDDLE SCHOOL PROGRAM

EIGHTH GRADE

8TH GRADE

Language Arts (8th Grade Language Arts Block, 8th Grade Challenge Language Arts Block, 8th Grade Compacted Challenge Language Arts/Academic Stretch)
Math (8th Grade Pre-Algebra, 8th Grade Challenge Algebra I, 8th Grade Honors Geometry)
Science (8th Grade Physical Science, 8th Grade Challenge Physical Science)
Social Studies (8th Grade United States History, 8th Grade Challenge United States History)
Physical Education/Health

ELECTIVE PROGRAM: (Full Year Courses)

8th Grade Concert Orchestra
8th Grade Concert Band
8th Grade Treble Choir
8th Grade Mixed Choir
8th Grade French I 08
8th Grade German I 08
8th Grade Spanish I 08

EXPLORATORY PROGRAM: (Semester Courses)

8th Grade Art Studio
8th Grade Design Studio (not at LSMS)
8th Grade Introduction to Public Speaking
8th Grade Theatre Arts
8th Grade FACS Life Skills I
8th Grade FACS Life Skills II
8th Grade Digital Information Technologies
8th Grade Multimedia and Electronics
8th Grade Materials Processing (LSMS only)

EIGHTH GRADE CURRICULUM

8TH GRADE LANGUAGE ARTS BLOCK

Full Year

Course Number(s): MLA00027 (1st Sem.)

MLA00028 (2nd Sem.)

The eighth grade language arts block will continue to develop reading, writing, information literacy and listening and speaking skills. Students will use reading strategies to comprehend increasingly more complex material. Students will use the writing process in order to create effective paragraphs and multi-paragraph pieces. Emphasis will be placed on the 6 Traits of Quality Writing. Vocabulary instruction and word awareness will be embedded in the reading and writing processes. Students will further develop media literary skills, use of the research process and their ability to evaluate both the relevance and reliability of information gathered. Speaking and discussion will be further promoted as will listening for information. Students will be expected to apply these skills in preparation for future years of study.

8TH GRADE CHALLENGE LANGUAGE ARTS BLOCK

Full Year

Course Number(s): MLA00033 (1st Sem.)

MLA00034 (2nd Sem.)

Prerequisite: Students must meet Board of Education approved criteria.

The challenge curriculum is designed to meet the needs of those students with strong reading, writing and organizational skills. It is recommended that students read independently at ninth grade reading level or higher. The curriculum will emphasize reading, writing, information literacy and listening and speaking skills. Students will use metacognitive and active reading strategies to comprehend increasingly more complex material, including fiction, non-fiction, poetry and drama. Students will use the writing process in order to create effective paragraphs and multi-paragraph pieces. Emphasis will be placed on the 6 Traits of Quality Writing. Vocabulary instruction and word awareness will be embedded in the reading and writing processes. Students will further develop media literary skills, use of the research process and their ability to evaluate both the relevance and reliability of information gathered. Formal and informal speaking and discussion opportunities will be further promoted as will listening for information. Students will be expected to apply these skills in preparation for future years of study.

8TH GRADE COMPACTED CHALLENGE LANGUAGE ARTS

Full Year

Course Number(s): MLA00049 (1st Sem.)

MLA00050 (2nd Sem.)

Prerequisite: Identified Gifted students who meet Board of Education approved criteria.

Eighth grade Compacted Challenge Language Arts is scheduled in conjunction with Academic Stretch. As such it meets on alternating school days and is only offered to students identified as gifted. Because less time is available to cover compacted challenge language arts objectives, the pace of instruction in Compacted Challenge Language Arts is accelerated. It is therefore highly recommended that entering students have advanced writing skills and read at or above the 9th grade reading level. Students will use metacognitive and active reading strategies to comprehend increasingly complex material, including fiction and non-fiction; students will read and analyze a variety of advanced-level materials, including fiction, non-fiction, drama and poetry. Students will use the writing process in order to create well-developed paragraphs and multi-paragraph pieces. Emphasis will be placed on the 6 Traits of Quality Writing. Vocabulary and word awareness will be taught through word stems and the reading and writing processes. Students will further develop media literary skills, use of the research process and their ability to evaluate both the relevance and reliability of information gathered. Formal and informal speaking and discussion opportunities will be further promoted as will listening for information. Students will be expected to apply these skills in preparation for future years of study.

8TH GRADE ACADEMIC STRETCH

Full Year

Course Number(s): MLA00051 (1st Sem.)

MLA00052 (2nd Sem.)

Academic Stretch is the middle school component of the Rockwood Gifted Program. This component is offered in grades six through eight for students who meet district criteria for the gifted program. Academic Stretch is offered in conjunction with Compacted Language Arts (see above) and enables students to engage in interdisciplinary, thematic studies that focus on real world issues and challenges. These challenges involve advanced-level content and open-ended investigations within the broad areas of change, survival and the nature of systems. Forensics, inventions, natural disasters and the stock market are examples of specific units that are studied. All units in this program are designed to promote active student engagement in learning and develop skills in critical and creative thinking, information processing, problem-solving, communication and leadership. Time management strategies, current events, literature, high-end technology, community resources and service projects are also incorporated into the Academic Stretch curriculum, as are skills and concepts taught in Compacted Challenge Language Arts classes. Literature, current events, high-end technology, community resources, time management skills and community service are also incorporated into the Academic Stretch curriculum.

8TH GRADE PRE-ALGEBRA

Full Year

Course Number(s): MMA00022 (1st Sem.)

MMA00023 (2nd Sem)

The 8th grade mathematics course is a combination of regular 8th grade mathematics and Algebraic concepts that prepares students for Algebra I or beyond. Application, problem solving, and critical thinking are integrated throughout the course. The course will offer real-life mathematics in the areas of computation and applications of rational numbers; algebraic relationships including multi-step equations and inequalities, and graphs of linear functions; geometric concepts including right triangles and the application of Pythagorean Theorem, surface area and volume; data analysis, probability, and statistical graphing. Technology, including the use of computers and calculators, will be used as tools of instruction.

8TH GRADE ALGEBRA I (Challenge)

Full Year

Course Number(s): MMA00024 (1st Sem.)

MMA00025 (2nd Sem.)

Prerequisite: Successful completion of Foundations of Algebra.

Algebra I (Challenge) is a course designed for the student pursuing a rigorous, demanding math program that uses a problem solving approach to develop precise algebraic abilities. This course will emphasize equations and inequalities, graphing, factoring, functions, polynomials, systems, radicals, exponents and matrices. Calculators and computers will be integrated throughout the course as tools of instruction. A grade of "A" or "B" recommended for students who wish to proceed to Honors Geometry. Students taking this course should be highly motivated, goal-oriented, and willing to devote an appropriate amount of time to mathematics.

8TH GRADE HONORS GEOMETRY

Full Year

Course Number(s): MMA00028 (1st Sem.)

MMA00029 (2nd Sem.)

Prerequisite: Successful completion of Algebra I.

A grade of "B" or better in Algebra I is highly recommended. Honors Geometry is designed to develop spatial concepts and insight into the relationships between plane figures such as points, lines, polygons, and circles. Algebraic principles, including the use of coordinates, are applied to geometric problems. Measurement of two and three-dimensional figures will be explored. To appreciate the power of logic as a tool for understanding the world around you, the concept of proof is a substantial focus of the course. Technology will be used throughout the course as an instructional tool. Because development of precise mathematical language is stressed, reading and problem solving are emphasized throughout.

8TH GRADE PHYSICAL SCIENCE

Full Year

Course Number(s): MSC00023 (1st Sem.)

MSC00024 (2nd Sem.)

Eighth Grade Physical Science students will participate in hands-on investigations that focus on Physical science. Students will explore the properties and changes in matter, forms of energy, and interactions of forces. The exploration of the scientific process is embedded in all units of study. Examining historical events and current issues will help students understand the nature of science and the interaction between science and society.

8TH GRADE CHALLENGE PHYSICAL SCIENCE

Full Year

Course Number(s): MSC00025 (1st Sem.)

MSC00026 (2nd Sem.)

Prerequisite: Students must meet Board of Education approved criteria.

Eighth Grade Challenge Physical Science is an inquiry-based study of physical science. Students will analyze the properties and changes in matter, forms of energy, and interactions of forces. The exploration of the scientific process is embedded in all units of study. Students will solve numerical problems based upon algebraic equations related to mechanical advantage, power, and efficiency.

In the earth science component, they will examine the concepts of meteorology to evaluate energy interactions among oceans, atmosphere, and the earth.

Students will utilize science process skills to design and conduct different types of studies to solve problems. They will research background information, develop hypotheses, write procedures, identify variables, record and graph results, write conclusions and formulate explanations. They will evaluate the accuracy of results and recommend future investigations.

This in-depth study is for highly motivated students. Students will apply critical thinking, math and technology skills to solve meaningful problems. Reading and expository writing skills will be utilized to complete scientific research, summaries, and data reports. It is expected that students have the ability to work both independently and in collaborative groups. It is strongly recommended that students have successfully completed Pre-Algebra prior to taking this course.

8TH GRADE UNITED STATES HISTORY

Full Year

Course Number(s): MSS00015 (1st Sem.)

MSS00016 (2nd Sem.)

Students will examine the history of the United States from exploration through reconstruction using social studies processing skills to develop social studies concepts. The major course strands include government, economics, geography, and culture as they relate to the study of United States history. Students will use primary and secondary sources, participate in democratic decision making, engage in problem solving, and apply effective use of technology.

8TH GRADE CHALLENGE UNITED STATES HISTORY

Full Year

Course Number(s): MSS00017 (1st Sem.)

MSS00018 (2nd Sem.)

Prerequisite: Students must meet Board of Education approved criteria.

The challenge United States history curriculum is designed to meet the needs of those students who desire and are capable of studying compacted social studies content. Students will examine the history of the United States from exploration through reconstruction using social studies processing skills to develop essential social studies concepts. The major course strands include government, economics, geography, and culture as they relate to the study of United States history. Students will use independent and cooperative study skills to engage in inquiry, research and analysis. A strong emphasis will be placed on analyzing primary and secondary source material and social studies writing. Students will also participate in democratic decision making, engage in problem solving, and apply effective use of technology.

PHYSICAL EDUCATION/HEALTH

Full Year

Course Number(s): MPE00008 (1st Sem.)

MPE00009 (2nd Sem.)

Physical Education/Health in the eighth grade will provide students the opportunity to learn and practice a variety of fundamental movement skills while participating in various games, team and individual/lifetime sports, as well as team building activities. Primary focus will be on skill development and application in individual/lifetime sports. Character education traits will be incorporated throughout the class. Physical fitness will be emphasized through the teaching of the principles of health and skill-related fitness. Health topics will be integrated throughout the course and will include nutrition, the muscular-skeletal system, sexual abstinence, stress management, conflict resolutions and violence prevention, and illegal drug use and abuse.

(ELECTIVE PROGRAM)

8TH GRADE CONCERT ORCHESTRA

Full Year

Course Number(s): MMU00039 (1st Sem.)

MMU00040 (2nd Sem.)

Prerequisite: Cadet Orchestra or evidence of equivalent training satisfactory to the instructor.

This is a performance oriented course. Training is provided in technical skills, music reading, and in the performance of a broad range of musical styles. More advanced orchestral literature is performed. Students are prepared for the demands of the literature that will be performed in the high school orchestra. Attendance at all performances is required and part of the class grade as covered in the Rockwood School District Attendance Procedure for Secondary Music Programs.

Students are encouraged to participate in appropriate enrichment opportunities, such as private lessons, All-Suburban Honors Orchestra, All-District Honor Orchestra, Solo and Ensemble Festival, and the Community Music School at Webster University Youth Orchestra.

Students must provide their own instrument, book, and supplies.

8TH GRADE CONCERT BAND

Full Year

Course Number(s): MMU00033 (1st Sem.)

MMU00034 (2nd Sem.)

Prerequisite: Successful Cadet Band experience and/or recommendation of the Band Instructor.

This class is designed for the Eighth Grade student who wishes to continue instruction on his/her instrument. Concert Band builds on fundamentals taught in Cadet Band. Concert Band is not an isolated class, but rather the continuation of a total program that continues through Grade 12. Attendance at all performances is required and part of the class grade as covered in the Rockwood School District Attendance Procedure for Secondary Music Programs.

Students must provide their own instrument, book, and supplies.

8TH GRADE TREBLE CHOIR

Full Year

Course Number(s): MMU00021 (1st Sem.)

MMU00022 (2nd Sem.)

Prerequisite: Enrollment requirement - Successful 7th grade choral experience and/or vocal music instructor approval.

Treble Choir is a full year performance course for treble voices designed to reinforce fundamentals of music and the skills required for effective ensemble singing. Students will rehearse and perform level-appropriate two, three and four part choral literature. In this class, students are preparing for the demands of the literature performed at the high school level. Attendance at scheduled performances is mandatory and a part of required class work as covered in the Rockwood School District Attendance Procedure for Secondary Music Programs.

8TH GRADE MIXED CHOIR

Full Year

Course Number(s): MMU00027 (1st Sem.)

MMU00028 (2nd Sem.)

Prerequisite: Enrollment requirement - Successful 7th grade choral experience and/or vocal music instructor approval.

Mixed Choir is a full year performance course designed to reinforce fundamentals of music and the skills required for effective ensemble singing. Students will rehearse and perform level-appropriate two, three, and four part choral literature. In this class, students are prepared for the demands of the literature performed at the high school level. Attendance at scheduled performances is mandatory and a part of required class work as covered in the Rockwood School District Attendance Procedure for Secondary Music Programs.

FRENCH I 08

Full Year

Course Number(s): MFL00012 (1st Sem.)

MFL00013 (2nd Sem.)

Prerequisite: Completion of Level I 07.

This elective course advances the student's ability to communicate in French. The student will continue to learn to read, write, speak, and listen to French through studying grammar and thematic vocabulary. Students will apply and revise prior knowledge, vocabulary, and grammar knowledge from French I A. The student utilizes technology and authentic resources to expand awareness of the cultures and practices of French speaking countries. This class prepares a student for success and is a prerequisite for Level II high school French. A grade of C or better is strongly recommended to continue on to French II.

GERMAN I 08

Full Year

Course Number(s): MFL00022 (1st Sem.)

MFL00023 (2nd Sem.)

Prerequisite: Completion of Level I 07.

This elective course advances the student's ability to communicate in German. The student will continue to learn to read, write, speak, and listen to German through studying grammar and thematic vocabulary. Students will apply and revise prior knowledge, vocabulary, and grammar knowledge from German I A. The student utilizes technology and authentic resources to expand awareness of the cultures and practices of German speaking countries. This class prepares a student for success and is a prerequisite for Level II high school German. A grade of C or better is strongly recommended to continue on to German II.

SPANISH I 08

Full Year

Course Number(s): MFL00032 (1st Sem.)

MFL00033 (2nd Sem.)

Prerequisite: Completion of Level I 07.

This elective course advances the student's ability to communicate in Spanish. The student will continue to learn to read, write, speak, and listen to Spanish through studying grammar and thematic vocabulary. Students will apply and revise prior knowledge, vocabulary, and grammar knowledge from Spanish I A. The student utilizes technology and authentic resources to expand awareness of the cultures and practices of Spanish speaking countries. This class prepares a student for success and is a prerequisite for Level II high school Spanish. A grade of C or better is strongly recommended to continue on to Spanish II.

(EXPLORATORY PROGRAM)

8TH GRADE ART STUDIO

Semester Course

Course Number(s): MAR00011

Students will create original, two- and three-dimensional art based upon observation, landscape, still life, the human figure, and contemporary visual culture. They will learn and use drawing, painting, printmaking, and sculpture techniques to experiment with realistic and abstract art. Students will be inspired by realistic and abstract art. They will analyze and critique artworks, discuss aesthetic issues, and understand how design is related to history and culture.

8TH GRADE DESIGN STUDIO (not at LSMS)

Semester Course

Course Number(s): MAR00012

Students will learn about and use techniques of mixed media, ceramics, computer design, and book-making to create political art, game design, architecture and illustrated manuscripts. They will create original two- and three-dimensional artworks. Students will analyze and critique artworks, discuss aesthetic issues, and understand how art is applied to serve various purposes in society.

8TH GRADE INTRODUCTION TO PUBLIC SPEAKING

Semester Course

Course Number(s): MSP00001

In Introduction to Public Speaking, students will participate in activities preparing them to speak effectively. Students will gain confidence, poise, and self-esteem. This course will include practice in vocal skills, organization, persuasion, and argument. Activities will include informative and persuasive speeches, readings from literature, and an introduction to debate and forensics (speech competition). Completion of this course with a C- or better satisfies the high school speech proficiency requirement for graduation.

8TH GRADE THEATRE ARTS

Semester Course

Course Number(s): MDR00002

In Theatre Arts, students explore all aspects of theatre including acting, design and stagecraft. Students learn basic acting skills through activities such as improvisation, monologue, and scene work. All students participate in class performances. Students have the opportunity to explore technical theatre and design through projects and demonstrations.

8TH GRADE FACS LIFE SKILLS I

Semester Course

Course Number(s): MFC00013

In Life Skills I classes, students will prepare a variety of foods. During food labs cooperation, problem solving, and evaluation skills are emphasized. Hand and machine sewing skills will be developed during project construction. During this unit, students will also learn clothing care and basic laundry skills.

8TH GRADE FACS LIFE SKILLS II

Semester Course

Course Number(s): MFC00015

Prerequisite: 7th Grade Life Skills I – Must pass foods assessments.

This course is a continuation of 7th Grade Life Skills I. Students are expected to apply the 7th grade curriculum in order to improve their skills in food preparation and sewing. Life Skills II integrates a variety of curricular areas such as math, science, health and artistic design. As part of the sewing unit, students will complete an intermediate project to further develop their sewing skills. Passing this course will enable the students to take an assessment to progress to Foods and Nutrition II in high school.

8TH GRADE DIGITAL INFORMATION TECHNOLOGIES (DIT)

Semester Course

Course Number(s): MBS00030

Jump into the 21st Century with *DIT!* Expand your world as you create amazing projects using multimedia software. Develop digital skills using Web 2.0 tools, digital presentations, and social networking applications. Learn how your favorite internet games are created using programming software. Explore your creative digital side using Photoshop, and other exciting programs. Understand how technology and business is changing our worldwide interactions.

8TH GRADE MULTIMEDIA AND ELECTRICITY

Semester Course

Course Number(s): MIT00020

In the 8th grade pre-engineering class you will explore different types of multimedia and learn about electricity. Learn the basics of flight and use the design process as you complete projects related to flight and space. Hands-on projects may include internet simulations, flight simulation, building and testing model airplanes, a bottle rocket, or other multimedia technologies such as animation. In the electricity unit, you will learn the basics of electricity as you build a DC Motor, electromagnet, wire a breadboard, build a 555 timer, and various other circuit designs. For the final project, you will design a magnetic levitation (mag-lev) vehicle using computer aided design software and then fabricate, finish and test it on a mag lev track.

8TH GRADE MATERIALS PROCESSING (LSMS only)

Semester Course

Course Number(s): MIT00006

This is a hands-on activity class, which provides students an opportunity to create, construct and build projects. This course will include the safe, proper use of various tools and machines, wood identification and purchasing, design concepts, problem solving, as well as the correct procedures and measurements for the fabrication and completion of products. Students will use hand and power tools to complete designed products.