

Haile Middle School
Course Description Guide
2022-2023



OVERVIEW

It is important for students to be enrolled in courses that will challenge them, but also allow for academic success. That balance is achieved by considering FSA scores, report card grades, work ethic, course pre-requisites and teacher recommendations.

Textbooks are purchased, the Master Schedule is created, and teachers are hired based on student registration in classes. Schedule changes are NOT made after the school year begins, unless there has been a clerical error, or a student has been misplaced. Students and parents need to carefully select classes based on course descriptions, teacher recommendation and counselor advice.

We make every effort to honor students' elective choices, but Class Size Amendment which limits the number of students in core courses does have an effect on our master schedule. This may mean that it is not possible to balance classes and give all students their first or second choice of electives. Students with low FSA scores will be in remediation classes instead of electives.

Teacher recommendations for the level of classes are important because the teacher observes the student's work ethic, organizational skills, and maturity. Advanced and honors classes require extra time and commitment on the part of the student.

ADVANCED/HONORS/DUAL ENROLLMENT CLASSES

Advanced and honors courses have several FSA and course pre-requisites and have an expectation of considerable homework, class participation, good behavior & attitude, required outside projects, and outside-of-class preparation. *Comprehensive semester exams will be given.*

High school dual enrollment classes have higher FSA pre-requisites, an expectation of nightly homework, outside reading and preparation, outside projects, and expectations of good behavior & attitude. *Comprehensive semester exams comprise at least 20% of the semester report card grade. Students must pass a state End-of-Course Exam in math classes to receive credit for the class, regardless of grades.*

Dual enrollment classes establish the student's high school Grade Point Average (GPA) and will appear on high school transcripts. Students and parents should discuss the number of dual enrollment classes a student can handle at one time because of the daily out-of-class-time required to prepare for these classes. Grades of an A or B in Dual Enrollment courses indicate success. A "C" average means the student would carry a 2.0 GPA on the high school transcript. Students earning a quarter grade of D or F will be removed from the class.

AVID

Students in grades 6-8 who need extra support to be on a college-bound track may apply for acceptance to the AVID program. These students have an AVID elective each day in place of another elective. AVID is an elective course designed to prepare students for college readiness and success. Students who apply for and are accepted into the course must also take at least one advanced level or high school course. The AVID curriculum supports students as they undertake the most rigorous courses, with emphasis on writing as a learning tool, the inquiry method, collaborative grouping, organization, and academic reading. Guidance counselors have application packets.

LANGUAGE ARTS

Language Arts 6 Students learn several techniques to improve their expository and persuasive writing skills. Grammar mini lessons are presented, as a strong understanding of English grammar translates into solid writing. Greek and Latin roots are studied to create expansive vocabularies. Reading strategies such as KWL Plus, selective highlighting, and text coding are emphasized, and literature study includes award winning young adult fiction, short stories, plays, and poetry.

Language Arts 7 Greek and Latin roots are studied to create expansive vocabularies. Literature study includes fiction, nonfiction, short stories, drama, and poetry. Grammar lessons are presented to help students identify patterns and rules found in the English language. Techniques and devices are taught to improve expository and persuasive writing skills. Literary techniques and devices are used in comprehension and creation of written, oral, and visual communication. Multimedia tools are used to enhance communication, presentations, and information relevant to the course.

Language Arts 8 Curriculum focuses on reading, writing, listening, speaking, and viewing competencies, which are integrated throughout students' learning experiences. Major emphasis is on the implementation of the writing process with both formal and informal writing situations. Eighth grade students will learn several strategies to improve their expository and persuasive writing skills, which prepare students for FSA Writes. Eighth graders will study elements of literature, grammar, and vocabulary while reading young adult fiction, nonfiction, short stories, plays, and poetry.

Advanced Language Arts 6, 7, or 8 Advanced classes are more rigorous than regular classes with expectations of more advanced writing and reading assignments requiring more out-of-class time and homework. Unit Performance Assessments will be at a higher level. Writing and reading are more mature and challenging.

***** Students will be placed based on the requirements in the Student Progression Plan**

English I Honors This is a High School Dual Enrollment course that is offered to eighth grade students who meet academic requirements and have teacher recommendation. Grades will be on the high school transcript. Unit studies and themes are consistent with the ninth-grade honors language arts curriculum. Class requirements include extensive outside reading, writing and projects. A cumulative exam counts for at least 20% of the semester grade.

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MATHEMATICS

Intensive Math 6, 7, or 8 This course covers the same material as regular math but provides extra remediation for students who scored below proficiency on the FSA Math the prior year.

Mathematics 6 In Grade 6 Mathematics, instructional time will emphasize five areas: (1) performing all four operations with integers, positive decimals and positive fractions with procedural fluency; (2) exploring and applying concepts of ratios, rates and percent to solve problems; (3) creating, interpreting and using expressions and equations; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Advanced Mathematics 6 In Grade 6 Advanced Mathematics, instructional time will emphasize five areas: (1) performing all four operations with rational numbers with procedural fluency; (2) exploring and applying concepts of ratios, rates, percent and proportions to solve problems; (3) creating, interpreting and using expressions, equations and inequalities; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking to represent and compare categorical and numerical data. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills;

mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

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Mathematics 7 In Grade 7 Mathematics, instructional time will emphasize five areas: (1) recognizing that fractions, decimals and percentages are different representations of rational numbers and performing all four operations with rational numbers with procedural fluency; (2) creating equivalent expressions and solving equations and inequalities; (3) developing understanding of and applying proportional relationships in two variables; (4) extending analysis of two- and three-dimensional figures to include circles and cylinders and (5) representing and comparing categorical and numerical data and developing understanding of probability. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Advanced Math 7 In Grade 7 Advanced Mathematics, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generating equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

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Mathematics 8 In Grade 8 Mathematics: Pre-Algebra, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generate equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Algebra I Honors This course meets high school dual enrollment credit requirements. Students must complete and demonstrate mastery of the material covered in advanced 7th grade math and have earned a 3, 4 or 5 on the most current FSA Mathematics. In Algebra 1 Honors, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Students are required to take the same cumulative semester exams that are given in high school, counting at least 20 percent of the semester grade. 7th grade students may qualify for this course by taking and scoring at least a high 8 on the IOWA Test as a 6 grader, along with a minimum grade of an A in advanced 6th Math and teacher recommendation.

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Geometry Honors This is a high school dual enrollment course that will be on the high school transcript.

The primary objective is to teach students how to reason mathematically through visualization, analysis, and deductive reasoning. Proficiency with geometric skills is developed and applied to the understanding of geometric concepts. In Geometry Honors, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. Pre-requisites are a recommendation from the algebra teacher and a grade of 85 % or better in Algebra I Honors.

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SCIENCE

Science 6 This course studies general concepts, theories, and processes relating to these core questions: *How do we learn about our world and ourselves? What are the parts of living things and how do they work? Why do some parts of our world change while others stay the same? How do natural forces affect our lives? How can we use models to learn about our world?* The content includes scientific method, laws and theories, cell structure and function, organization levels, body systems, classification, rock cycle, Earth structures, weathering and erosion, energy, weather, and force and motion.

Science 7 This course studies general concepts, theories, and processes relating to these core questions: *In what ways do living things interact with each other and the environment? Why does the Earth change over time? How does energy move in the environment? What is our role on Earth?* The content includes the scientific method, environmental organization, food chains and webs, ecosystems, resource conservation, fossils, evolution, endangered and extinct species, genetics and heredity, continental drift, plate tectonics, and energy and waves.

Science 8 This course studies general concepts, theories and processes relating to these core questions: *How are science and technology used to solve problems and improve our way of life? How are objects in the universe organized? What does the structure of an object tell us about how it works? Why are both stability and change necessary for sustaining life?* Content includes the scientific method, seasonal changes, lunar phases, sun and planets, space exploration, electromagnetic spectrum, matter, atoms, periodic table, acids and bases, chemical reactions, and cellular respiration.

Advanced Science 6, 7 or 8 Designed for the highly motivated above-average student who can read and work independently outside of class to prepare. Requires more homework and out-of-class reading. Advanced students need to demonstrate time management and multi-tasking skills. *** *Students will be placed based on Student PP requirements.*

SOCIAL STUDIES

World History This course focuses on the development of the world community within the context of history by examining connections to the past to prepare for the future as participating members of a global society. Students will use knowledge of history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, and social and employment settings.

Advanced World History Designed for the highly motivated student who can read and work independently outside of class. c*** *Students will be placed based on the requirements in the Student Progression Plan*

Civics This state-required course provides a study of the foundations of government and what it means to enjoy the freedoms and liberty that a democracy provides its citizens. The course work also integrated economics, and geography. **In order to be promoted from middle school, students must pass and End-of Course Exam.**

Advanced Civics Designed for the highly motivated student who can read and work independently outside of class. ***

*** *Students will be placed based on the requirements in the Student Progression Plan*

United States History The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. A Career Planning component will also be taught, per district requirement.

Advanced United States History Designed for the highly motivated student who has teacher recommendation and can read and work independently. A Career Planning component will also be taught, per district requirement. Completion of a History Fair project is mandatory.***

****Note: the timing of the History Fair project and Science Fair project dates overlap. Advanced students need to demonstrate time-management and multi-tasking skills.*

*** *Students will be placed based on the requirements in the Student Progression Plan*

ELECTIVES

AGRICULTURE

Agriculture I The agricultural program is a fun hands-on course that offers an opportunity for students to learn about the endless possibilities in the world of agriculture. Students will be exposed to the many areas of agriculture such as wildlife, aquaculture, small animals, career explorations, dairy products, greenhouse plant management, landscaping, beef cattle, leadership, and food safety.

Agriculture II Students will have an expanded opportunity to work closely with the land lab and several different types of small animals. This course also allows students to compete in local, state, and national competitions. Exploration of the many careers in agriculture are explored and experienced in a fun and challenging way.

Agriscience Foundations

****This is a high school dual enrollment course for eighth graders that affects a student's high school GPA. Students can earn an industry certification in this course.* This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing, and observation equipment. Instruction is delivered through three major components:

- Classroom/Laboratory instruction (contextual learning)
- Supervised Agricultural Experience programs (work-based learning)

- Student leadership organizations (National FFA Organization, National Young Farmer Educational Association, and National Post-secondary Agricultural Student Organization).
- The FFA component is an Intracurricular, not Extracurricular activity, through the yearly students Lab Fees (\$7 National, \$10 State) students are given a Quarterly Magazine (New Horizons), access to Online Lessons/Activities/Labs, Leadership, and Competitive Teams Opportunities

Application and Agriculture teacher approval is required.

ART

Studio Art 1 Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Studio Art 2 Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Studio Art 3 Students will be placed based on prerequisites and/or experience.

BAND

***All students may sign up for Beginning Band. Other bands require an audition and recommendation from the Band teacher.*

Beginning Band This course is for students with no previous band experience. Students will choose from several different band Instruments. No previous music reading knowledge is necessary. Participation in performances beyond regular school hours is part of this course.

Band II This course is for any student who has successfully completed Beginning Band. Participation in performances beyond regular school hours is part of this course.

Band III This course is for any student who has successfully completed Band II, except for certain instruments by audition only (Drum, Piano, Bass, Guitar). Teacher approval is required.

ORCHESTRA

Beginning Orchestra This course is for students with no previous string playing experience. Students will choose to play the violin, viola, cello, or bass. No previous music reading knowledge is necessary. *Participation in performances beyond regular school hours is part of this course.*

Orchestra II This course is for students who have completed Beginning Orchestra. The purpose of this course is to continue the development of playing skills and further general knowledge of related non-playing concepts. *Participation in performances beyond the regular school hours is a required part of this course.*

Orchestra III This course is for students who have successfully completed Orchestra I and II. This course is for eighth grade students with at least one year of string instruction. The purpose of this course is to continue to develop playing skills and related non-playing concepts. Advanced seventh grade string students may be placed in this performing group with teacher approval. *Participation in performances beyond regular school hours is a required part of this course.*

PHYSICAL EDUCATION

Physical Education This course explores the relationship between physical education and other disciplines, assessment of health-related fitness, fitness program design, components of fitness, evaluation of physical activities and fitness, maintaining and improving health-related fitness, and learning to play team and individual sports. *Includes 7th- 8th graders in same class.*

READING

Intensive Reading This course is required as remediation for those who need to increase reading skills. The purpose of this course is to develop and strengthen reading through the integration of reading, writing, listening, speaking, viewing, and critical thinking. Students scoring below proficiency on the prior year FSA are assigned.

SPANISH

Spanish I This is a high school dual enrollment course for seventh and eighth graders that affects a student's high school GPA. Students must have a Level 5 on FSA and recommendation of the current language arts teacher. Students begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. *Students must take a cumulative exam that counts for at least 20 percent of the semester grade.*

**** Students will be placed based on the requirements in the Student Progression Plan*

Spanish II This is a high school dual enrollment course for eighth graders that affects a student's high school GPA. Students must have successfully completed Spanish I. Students continue to develop their Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the continuation of listening, speaking, reading, and writing skills and on furthering the fundamentals of applied grammar.

Students must take a cumulative exam that counts for at least 20 percent of the semester grade.

**** Students will be placed based on the requirements in the Student Progression Plan*

BUSINESS TECHNOLOGY

Business Technology This class provides an overview of multiple software programs including Business related applications such as Microsoft Word, Excel and PowerPoint and Graphic Designing Applications such as Adobe Photoshop. This class is for the student who enjoys technology and wants to learn more about graphic design or business-related fields.

Business Technology II This course is designed for 7th graders who have taken Business Technology I and want to enhance their soft skills in Business related applications and Graphic Design. Students will dig deeper into programs such as Photoshop, Microsoft Word, Excel, and PowerPoint. They will also be introduced to Adobe Muse to learn how to create webpages. It is highly recommended that students join FBLA (Future Business Leaders of America) to compete against other students from across the district and state in these technology areas.

Digital Information Technology **** This is a high school dual enrollment course for eighth graders that affects a student's high school GPA. Students can earn an industry certification in this course.* This is an 8th grade course in which students receive dual credit for a high school technology course. Students must apply their 7th grade year and should have completed Business Technology I and II. Students should also already be an active member in FBLA and have the experience of attending a competition. This course is a high school course and is treated as such. Students work on intensive training for Industry Certification in Microsoft Office. Students are required to test and pass 3 different certifications in Microsoft Word, Excel, and PowerPoint. They will also work in Adobe Muse to create dynamic webpages and work on advancing their Photoshop skills.

DIGITAL TECHNOLOGY

Digital Arts I / A/V Tech I Introduction to the Adobe Creative Cloud Software which will focus on familiarizing users with the image editing capabilities of Adobe Photoshop and the illustrative power of vector images in Adobe Illustrator. Students learn how to use different software interfaces and access its expansive set of features. Lessons cover the basics of the Principles of Design and the Elements of Art. When they complete this course, students will gain entry-level skills required for careers in the digital arts industry.

Digital Arts II / A/V Tech II **Students can earn an industry certification in this course.** Students will continue to refine skills used on Adobe Creative Cloud software. Class will be focused on creating a professional Graphic Design Studio environment. The content includes branding, package design, marketing, layout design, typography, and more. Students will also learn career readiness skills of collaboration, communication, decision making activities, critical thinking, and problem solving. Students will test for certifications in Adobe Photoshop and Adobe Illustrator.

ENGINEERING TECHNOLOGY

Engineering Technology I (Intro to Tech) The purpose of this course is to give students an introduction to the areas of technology and to introduce students to the design and problem-solving processes using manipulative skills while working cooperatively with others in team activities. Students will learn how to build and use an Engineering Notebook, which will be used for the remainder of the course to document their activities, designs, projects, and observations. This is a hands-on course in which we work with computers, robots, circuits, 3D printers and much more.

Engineering Technology II (Exploring Tech) The purpose of this course is to give students an opportunity to explore the areas of technology and associated careers available in technical fields. Students will be given the opportunity to solve technological problems while gaining an understanding of the effects of technology on our everyday lives. Students will continue to grow the skills learned in the level I class and will learn entirely new skills as well. Students will learn to use professional CAD software, will learn to design and program robots to perform more complex tasks, and will learn to use the hand and power tools in the Wood Shop. Students will also learn to operate the CNC machine and the Laser Engravers.

Applied Engineering Technology I The purpose of this high school level program is to provide students with a foundation of knowledge and technically oriented experiences in the study of applied engineering and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

Technology Student Association (TSA) This is the class for incoming 7th and 8th graders who are on the TSA team at the end of 6th and 7th grade, respectively. This class is the primary learning, building, and practicing environment for TSA Chapter members. This class is augmented by an after-school meeting time (which will include 6th-graders and other students wishing to join TSA but who are not eligible for the class).

YEARBOOK

Yearbook Production This course is open to seventh and eighth grade students who have already taken computer courses and have been selected through an application process and teacher recommendation. Using the Adobe Creative Cloud, cameras, and other great programs, students will market, sell, create, and distribute the yearbook.

TV PRODUCTION

TV Production Students will produce the daily television newscast and learn how to create, direct, produce and be the on-air talent. The class will also do special video, web, and audio productions throughout the year for the school and various projects. Students may also participate in TV production contests and competitions with their projects.