

# **SCHOOL DISTRICT U-46**

## **MIDDLE SCHOOL CURRICULUM GUIDE**



**2025-2026**

**Secondary Courses**

**Grades 7 & 8**



Dear Students and Families:

School District U-46 is one of the finest school districts in the State of Illinois. The opportunities to learn are comprehensive. This *Curriculum Guide* is designed to help students and families capitalize on educational opportunities and resources that will enhance individual interests and aptitudes.

For our students, this *Curriculum Guide* is of tremendous value in developing a plan of study. Course selection decisions are very important as they can determine your future educational or career path options. Course selections need to be discussed carefully and thoughtfully with your families and school counselor.

This *Curriculum Guide* contains the following information in English and Spanish regarding the following U-46 middle school programs, opportunities, and resources:

- The Multilingual and Multicultural Education (MME) and Dual Language (DL) Programs
- The Gifted Program
- Specialized Student Services
- School resources and support for students
- Course descriptions
- Elective course selection forms
- Assessment information
- Selected policies and procedures

Best wishes for your future success!

Abbott Middle School Staff  
Canton Middle School Staff  
Eastview Middle School Staff  
Ellis Middle School Staff  
Hawk Hollow Middle School Staff  
Kenyon Woods Middle School Staff  
Kimball Middle School Staff  
Larsen Middle School Staff  
Tefft Middle School Staff



Dear U-46 Students and Families,

I am pleased to welcome families to the U-46 middle school program! It is an honor for our dedicated U-46 Middle School team to serve students and provide a comprehensive and supportive middle school program.

Regardless of which of our nine middle schools a student may attend, success can be achieved through hard work, and a willingness to learn and to grow academically, socially, and emotionally. As always, success requires ongoing communication and collaboration among students, families, school leaders and teachers. We look forward to working together to offer a supportive middle school experience with challenging courses that provide the foundation for success in high school and beyond.

This curriculum guide provides an overview of the courses and opportunities available for 7<sup>th</sup> and 8<sup>th</sup> graders as well as information about various middle school programs, assessments, procedures, and an outline of the school day. Students will have multiple options to explore their interests through elective courses. Additionally, families can find information about some of the high school academic programs including our Magnet School Academies and College and Career Pathways.

Students are encouraged to speak with families, teachers and school counselors as they make their course selections. All courses offered in U-46 middle schools meet the Illinois State Board of Education and U-46 School Board expectations and standards. Please carefully review this guide in order to select courses for the upcoming school year.

The U-46 Middle School team and I look forward to providing all students with an incredible experience.

Sincerely,

*Dr. Suzanne Johnson*

Superintendent  
School District U-46

## Table of Contents

MIDDLE SCHOOL PROGRAM ACCESS .....	4	DEFINITIONS .....	13
GENERAL MIDDLE SCHOOL INFORMATION	5	COURSE GRADING.....	13
THE CURRICULUM .....	5	COURSE LOAD.....	13
COMMITMENT TO “ACADEMIC SUCCESS FOR ALL”.....	5	COURSE WEIGHTING .....	13
NON-DISCRIMINATION.....	5	PROCESS FOR REQUESTING A COURSE LEVEL CHANGE .....	13
THE MIDDLE SCHOOL CURRICULUM .....	6	PHYSICAL EDUCATION (PE) EXEMPTIONS	14
HONOR ROLL .....	7	ART.....	15
MIDDLE SCHOOL COUNSELING.....	7	AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION).....	16
MIDDLE SCHOOL SAMPLE DAILY CLASSES	7	CAREER AND TECHNICAL EDUCATION.....	17
HIGH SCHOOL CREDIT IN MIDDLE SCHOOL	8	LANGUAGE ARTS (English, Spanish, and English as a Second Language) COURSES.....	19
PERSONALIZED ACADEMIC CAREER PLAN	8	MATHEMATICS COURSES.....	23
REPORTS TO FAMILIES.....	8	MUSIC .....	25
MULTILINGUAL AND MULTICULTURAL EDUCATION (MME) PROGRAM.....	8	PHYSICAL and HEALTH EDUCATION COURSES.....	26
ENGLISH AS A SECOND LANGUAGE (ESL) COURSES.....	8	SCIENCE COURSES .....	27
DUAL LANGUAGE (DL) PROGRAM.....	9	SOCIAL STUDIES COURSES .....	28
MIDDLE SCHOOL GIFTED PROGRAM .....	10	WORLD LANGUAGES.....	29
SPECIALIZED STUDENT SERVICES.....	10	.....	34
CANVAS .....	10		
INFINITE CAMPUS.....	11		
MIDDLE SCHOOL ASSESSMENTS.....	11		
ACCESS.....	11		
i-Ready .....	11		
ILLINOIS SCIENCE ASSESSMENT (ISA).....	11		
LANGUAGE ASSESSMENT SKILLS (LAS) LINKS .....	11		
SUBJECT AREA LOCAL ASSESSMENTS .....	11		
HIGH SCHOOL PROGRAM INFORMATION ..	12		
HIGH SCHOOL MAGNET ACADEMY PROGRAMS.....	12		
EDUCATIONAL PATHWAYS/COLLEGE AND CAREER.....	12		
COURSE INFORMATION .....	13		

## MIDDLE SCHOOL PROGRAM ACCESS

	<b>General Ed</b>	<b>Gifted</b>	<b>AVID</b>	<b>Dual Language / MME</b>
<b>Abbott MS</b>	X	X	X	X
<b>Canton MS</b>	X	X	X	
<b>Eastview MS</b>	X	X	X	
<b>Ellis MS</b>	X	X	X	X
<b>Hawk Hollow MS</b>	X	X	X	
<b>Kenyon Woods MS</b>	X	X	X	
<b>Kimball MS</b>	X	X	X	X
<b>Larsen MS</b>	X	X	X	X
<b>Tefft MS</b>	X	X	X	X

# GENERAL MIDDLE SCHOOL INFORMATION

## **THE CURRICULUM**

School District U-46 offers a standards-based education for all students. A standards-based curriculum:

1. Clearly articulates expectations for student learning.
2. Ensures that curriculum, instruction, and assessments are aligned so that students will meet or exceed expectations on the Illinois Learning Standards.
3. Offers supplemental support systems to assist students with their academic progress.

## **COMMITMENT TO “ACADEMIC SUCCESS FOR ALL”**

The administration, teachers, and staff members are committed to “academic success for all” of our students. As such, through our U-46 Rising work, we aim to ensure that all students have access to rigorous standards-based core instruction that develops student agency, fosters equity, and allows for student-led academic teaming. The programs of study available in U-46 are designed to encourage each student to select the most rigorous and appropriate courses that will nurture their individual strengths, talents, and interests.

## **NON-DISCRIMINATION**

Program offerings and admission criteria for School District U-46 can be found at: [www.U-46.org](http://www.U-46.org)

School District U-46 does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law and prohibits discrimination, including harassment, in any education program or activity that it operates. Retaliation against anyone who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation or grievance process is also a violation of School District U-46’s non-discrimination policy and is prohibited.

School District U-46 has designated the following individuals to coordinate efforts to comply with and carry out its non-discrimination responsibilities, and questions regarding the school District’s non-discrimination commitments, as well as related laws, regulations, and district policies, may be referred to the designated employee.

### Non-Discrimination and Title IX Coordinator: Trisha Olson

Title: Chief Legal Officer

Office Address: 355 E. Chicago Street Elgin, IL 60120

Telephone: 847-888-5000, x: 5305

Email: [trishaolson@u-46.org](mailto:trishaolson@u-46.org)

### Complaint Manager: Mark Moore

Title: Assistant Superintendent of Human Resources

Office Address: 355 E. Chicago Street Elgin, IL 60120

Telephone: 847-888-5000, x: 4071

Email: [markmoore@u-46.org](mailto:markmoore@u-46.org)

504 Coordinator: Trisha Olson

Title: Chief Legal Officer

Office Address: 355 E. Chicago Street Elgin, IL 60120

Telephone: 847-888-5000, x: 5305

Email: [trishaolson@u-46.org](mailto:trishaolson@u-46.org)

School District U-46 is required not to discriminate on the basis of sex by Title IX and its implementing regulations. Inquiries about Title IX may be referred to the Title IX Coordinator, The U.S. Department of Education's Office for Civil Rights, or both.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to School District U-46 Board Policy 2:265. Any person may also report sex discrimination, including harassment, using the contact information listed for the Title IX Coordinator.

## **THE MIDDLE SCHOOL CURRICULUM**

School District U-46 offers a standards-based education for all middle school students.

1. A standards-based curriculum:
  - a) Clearly describes what students are to know and understand;
  - b) Ensures that curriculum, instruction, and assessments are aligned so that students will meet or exceed expectations on the Illinois Learning Standards;
  - c) Offers supplemental support systems to assist students with their academic progress.
2. Courses are either semester-long or year-long in length with final grades communicated at the end of each semester.
3. All students receive full-year instruction in English Language Arts (ELA) or English as a Second Language (ESL), Math, Science, and Social Studies. Additionally, Physical Education (PE) is taught for the full year in 7<sup>th</sup> grade. 8<sup>th</sup> grade students receive one semester of PE and one semester of Health.
4. An extensive offering of full-year and semester elective classes can be selected by the students for each grade in middle school.
5. Specialized courses for students identified for the gifted program are available in language arts, science and social studies.
6. Students enrolled in the Dual Language program will receive instruction in Spanish for Spanish Language Arts and social studies/history.
7. Students identified for English language support according to World-Class Instructional Design and Assessment (WIDA) standards (see Page 9) and Illinois ACCESS scores will receive language arts in an English as a Second Language (ESL) class.
8. Students who have an active Individualized Education Plan (IEP) will receive support as identified in their plan.
9. Specific questions related to course content or the curriculum can be directed to your child's teacher, the school counselor, or school administration.

## **HONOR ROLL**

Students are eligible to be on the semester honor roll if they meet the following requirements for the specific semester:

1. Students must have a term GPA of 3.0 or above for the semester – no Ds or below.
2. Students must successfully complete 5 or more classes for the semester with a grade of A, B, C, or WP.

## **MIDDLE SCHOOL COUNSELING**

All U-46 middle schools have counselors to assist students. The school counselor will provide information about U-46 registration and course planning. School counselors provide education and support for students' academic, postsecondary plans, and social emotional needs.

## **MIDDLE SCHOOL SAMPLE DAILY CLASSES**

**General Education or Dual Language (DL)  
Eight-period school day – all students have lunch for one period**

	<b>7<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade DL</b>	<b>8<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade DL</b>
1	English Language Arts 7	ESL* or English Language Arts 7	English Language Arts 8	ESL* or English Language Arts 8
2	Math 7, or Accelerated Math 7, or Algebra	ESL Math 7, or Accelerated Math 7, or Algebra	Math 8, or Algebra, or Honors Geometry	ESL Math 8, or Algebra, or Honors Geometry
3	Science 7	ESL Science 7, or Science 7	Science 8	ESL Science 8, or Science 8
4	Social Studies	Spanish Social Studies	US History	Spanish US History
5	Elective 1	Spanish Language Arts 7	Elective 1	Spanish Language Arts 8
6	Elective 2	Elective 2	Elective 2	Elective 2
7	PE 7	PE 7	PE 8 – 1 semester Health – 1 semester	PE 8 – 1 semester Health ** – 1 semester

\*ESL – English Learner (EL) Students may be enrolled in an ESL course according to their ESL level.

\*\*Health – Full-time Spanish-speaking EL students will take this class in Spanish.

EL Students with an ESL level of 1-4 will be enrolled in ESL science and math classes.

Gifted classes will be taught in language arts, science, and social studies/history for those students who qualify for the U-46 Gifted Program. Gifted programming is available in both the general education and Dual Language Program.



## **HIGH SCHOOL CREDIT IN MIDDLE SCHOOL**

Students who receive a 4 (A) or a 3 (B) in Algebra, Honors Geometry, Spanish 1, or Spanish for Heritage Speakers 1 in middle school will receive high school credit. All other courses taken in middle school are considered middle school programming and are NOT eligible for high school credit. This includes actual, virtual, or online classes taken for enrichment through high schools or colleges.

## **PERSONALIZED ACADEMIC CAREER PLAN**

U-46 offers the SchoolLinks program to all middle and high school students. Counselors will visit classes and individual students throughout the year to assist in the planning process. SchoolLinks allows students and families to participate in college and career planning together. In conjunction with Infinite Campus, students will be able to map out coursework for every year of high school. Students choose from school specific course options, based on their goals after graduation, such as attending college, attending a career technical center, joining the military or going directly into the workforce.

## **REPORTS TO FAMILIES**

The school year is divided into two semesters of 18 weeks each. Each semester is divided into two, nine-week grading periods for the purpose of reporting grades to students and families. Families also have access to student grades and attendance through the Infinite Campus Parent Portal. Access to the Parent Portal can be easily achieved through the U-46 website: [www.U-46.org](http://www.U-46.org)

# **MULTILINGUAL AND MULTICULTURAL EDUCATION (MME) PROGRAM**

Courses in the MME Program are aligned to the Illinois Learning Standards and the WIDA (English/Spanish) Language Development Standards and parallel the U-46 General Education curriculum.

### **Mission:**

Provide our students with culturally and linguistically responsive learning experiences that are grounded in equity and rigor.

### **Vision:**

Our students will demonstrate cultural competence and develop high levels of academic and language proficiency.

## **ENGLISH AS A SECOND LANGUAGE (ESL) COURSES**

All EL students are required to take one period of ESL aligned with the English Language Arts curriculum. The student's ESL Level is determined by ACCESS screener scores or the WIDA Screener. (See page 10 for a description of ACCESS. There are five ESL levels based on the student's English language development:

- ESL Level 1 (Entering)
- ESL Level 2 (Emerging)
- ESL Level 3 (Developing)
- ESL Level 4 (Expanding)
- ESL Level 5 (Bridging)

All ESL courses are aligned with the U-46 English Language Arts Curriculum, and the WIDA English Language Development Standards for English Learners. The implementation of the standards requires that teachers mindfully address instructional best practices, content knowledge and critical thinking strategies needed for our diverse student population to be college and career ready. The courses are taught using Sheltered English Instruction according to the students' English language proficiency. More information about the WIDA standards and levels can be found at <https://wida.wisc.edu>

EL students with a native language other than Spanish enrolled in the MME program who are in ESL levels 1-4 will take ESL math and science classes with sheltered English instruction.

**Sheltered English Instruction** is an approach used to make academic instruction in English accessible to EL students. Teachers will use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

**Course descriptions for the ESL Classes are listed in the Course Description section of this Curriculum Guide.**

### **DUAL LANGUAGE (DL) PROGRAM**

The Dual Language Program in School District U-46 is designed to promote bilingualism and biliteracy and is part of the PreK-12 Dual Language Continuum. Students will gain skills to succeed in our global society and be prepared to earn the Illinois State Seal of Biliteracy upon high school graduation. Students will also have opportunities to receive early college credit. Students in the Middle School Dual Language Program will take two classes taught in Spanish: Spanish Language Arts and Spanish Social Studies (7<sup>th</sup> grade) or Spanish History (8<sup>th</sup> grade). The Spanish Language Arts class takes the place of one elective period. Students who are English Learners (EL's) will also have an ESL class to support their English Language development. Students in the DL program who are not EL will be enrolled in an English Language Arts class. There is also an option to take a PLTW course in Spanish.

**Course descriptions for the Spanish Language Arts and Spanish Social Studies/History classes are listed in the Course Description section of the Curriculum Guide.**

## MIDDLE SCHOOL GIFTED PROGRAM

7 <sup>th</sup>	8 <sup>th</sup>
<b>GENERAL EDUCATION</b>	
Honors Language Arts 7 Gifted Science 7 Gifted Social Studies	Honors English Language Arts 8 Gifted Science 8 Gifted U.S. History
<b>DUAL LANGUAGE</b>	
Honors Language Arts 7 Gifted Science 7 Gifted Spanish Social Studies Gifted Spanish Language Arts 7	Honors Language Arts 8 Gifted Science 8 Gifted Spanish US History Gifted Spanish Language Arts 8

Students are placed in the Middle School Gifted Program in 7<sup>th</sup> grade by the U-46 Gifted Programs Office. Students in 6<sup>th</sup> grade gifted classes may continue in the 7<sup>th</sup> grade gifted program. Additional students may be placed in 7<sup>th</sup> grade gifted classes based on the results of the open identification process conducted in fall/winter of the student's 6<sup>th</sup> grade year.

**Course descriptions for the Gifted Classes are listed in the Course Description section of this Curriculum Guide.**

## SPECIALIZED STUDENT SERVICES

Special education students' programs are based on unique needs and recommendations as specified in their Individualized Education Plans (IEPs). The academic course offerings provide students with disabilities the opportunities to meet graduation requirements. These courses are aligned to the Illinois Learning Standards and parallel the U-46 general education curriculum.

District U-46 offers a full continuum of educational programs to meet the needs of students with disabilities. Such programs range from general education options with various levels of support to instructional self-contained classes designed to meet the needs of students. These programs also include special education bilingual options for eligible students. IEP team's recommendations are governed by Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment, and Individual with Disabilities Education (IDEA) Act provisions based on the unique needs and circumstances of each student.

Families seeking additional information regarding Special Education programs and services available in the district should contact the school's Special Education Administrator. For more information, please visit [Specialized Student Services](#) on the district U-46 website.

## CANVAS

Canvas is the district's learning management system. The District curriculum and course resources can be accessed through Canvas.

## **INFINITE CAMPUS**

Infinite Campus is the district's student information system. It includes all grade, attendance, health, transportation, emergency contacts, etc. information. Student official transcripts are reported from Infinite Campus.

## **MIDDLE SCHOOL ASSESSMENTS**

### **ACCESS**

ACCESS is a standards-based, English language proficiency test. It assesses social and academic English language as well as the language associated with language arts, mathematics, science and social studies within the school context across the four language domains: listening, speaking, reading and writing. This assessment is administered to all English Learners (EL). Teachers will use results to identify English language proficiency and the language profile of students in order to differentiate instruction. Results of this assessment are also used for placement in the ESL level system for the following school year. ACCESS is typically administered during January and February of each school year.

### **i-Ready**

The i-Ready Universal Screener is given up to three times per year to all K-10th grade students. It measures student proficiency and growth in math and ELA in relation to grade level standards, as well as student performance compared to other students taking the same diagnostic. Results may be used to guide instruction, and as a data point to influence identification of students who may receive enrichment and Multi-Tiered System of Support (MTSS).

### **ILLINOIS SCIENCE ASSESSMENT (ISA)**

The Illinois Science Assessment is required by the state of Illinois in grades 5 and 8. This assessment for 8<sup>th</sup> graders is typically administered in the spring of each school year. It provides information on the full range of knowledge and skills needed to be career and college-ready or on track toward that goal. Teachers will use information from this assessment to guide instruction and give more information to students and families regarding higher order skills such as critical thinking, communications, and problem solving.

### **LANGUAGE ASSESSMENT SKILLS (LAS) LINKS**

This assessment is given to 8<sup>th</sup> grade students in the Dual Language Program and assesses each student's proficiency in the Spanish language for listening, speaking, reading, and writing skills. This assessment is typically given in the fall of the 8<sup>th</sup> grade school year.

### **SUBJECT AREA LOCAL ASSESSMENTS**

Most core subject classes will assess student learning through district-created local assessments. Scores from these assessments are included in the overall student grade and used to support instructional delivery.

## HIGH SCHOOL PROGRAM INFORMATION

More information on the U-46 high school curriculum and potential pathways can be found in the high school curriculum guide <https://www.u-46.org/Page/14688>.

### HIGH SCHOOL MAGNET ACADEMY PROGRAMS

Each high school has a four-year magnet academy program. Students enrolled in the magnet academies will be immersed in the program throughout their high school years. The remainder of their studies will be in the comprehensive programs where they will take classes with students outside of the academy. The middle school core academic courses and elective courses introduce students to skills and focused content areas of the magnet academy programs. Any student in good standing is eligible to apply for admission to any of the academies. Students must fill out an application form in the fall of their 8<sup>th</sup> grade year for the academy in which they are interested. Students will register for academy courses at each high school. Students should talk to a school counselor about enrollment in the academies. Final selection for academy placement occurs through a lottery system.

The five academies are:

Bartlett High School	Science, Engineering and High Technology Magnet Academy
Elgin High School	Gifted & Talented Academy/International Baccalaureate Academy
Larkin High School	Visual and Performing Arts Magnet Academy
South Elgin High School	Beacon Magnet Academy of Media and Digital Arts
Streamwood High School	LEAD: Leadership, Entrepreneurship, Action, and Design Magnet Academy

### EDUCATIONAL PATHWAYS/COLLEGE AND CAREER

Educational Pathways courses are a sequence of courses in a specific subject area that students may take in 10th, 11th, and 12th grade. Once students complete all of the courses in the sequence, they have the opportunity to earn an early college credential in most pathways. Pathways courses are offered in all U-46 high schools, and curriculum teams are continuously working to develop new pathways offerings. Students begin to explore their interests through the various elective courses offered in middle school.

# COURSE INFORMATION

## **DEFINITIONS**

**Core Courses:** Language arts, mathematics, science, social studies or history. These are year-long courses that each middle school student will take in both 7<sup>th</sup> and 8<sup>th</sup> grade and are foundational for high school preparation.

**Elective Courses:** Courses that a student may select based on personal interests, and future plans. Middle school is a great time for students to explore possible interests with elective classes in order to prepare for a larger selection of options in high school.

**Credit:** The majority of middle school courses are not credit-bearing A credit is the high school's measure of course work completed. See page 8 for information on credit-bearing courses in middle school.

**Prerequisites:** Requirements that must be successfully completed before a student may enroll in a particular course. These requirements may include specific courses, test score requirements, teacher's approval, etc.

## **COURSE GRADING**

The Standards Based Learning and Assessment (SBLA) form of grading measures students' proficiency on a set of standards for the course. The SBLA approach indicates what students know and are able to do; shows student progress toward meeting standards; communicates expectations ahead of time; is based on complex tasks (as opposed to memorization); and focuses on recent evidence of learning.

## **COURSE LOAD**

During course registration middle school students will be scheduled for seven classes each day in addition to lunch. The student's schedule consists of one class period for each the following classes:

1. English Language Arts or ESL
2. Mathematics
3. Science
4. Social Studies
5. Physical Education/ Health
6. Elective 1
7. Elective 2

## **COURSE WEIGHTING**

All middle school semester course grades carry the same weight regardless of the level or program. There is no grade point average or class rank issued in the middle schools. Middle schools will recognize students for honor roll status.

## **PROCESS FOR REQUESTING A COURSE LEVEL CHANGE**

(i.e. Honors level class to a regular level class or regular level class to an honors level class): Level change procedures are handled by each building's administration. Students and families should contact the principal, assistant principal or school counselor to determine the procedure at their school. Course placements are made through a review of the student's assessment performance, teacher recommendations, and other factors.

## **PHYSICAL EDUCATION (PE) EXEMPTIONS**

The following are the allowable middle school exemptions from physical education in School District U-46. The Exemption Application form is included in the appendix of this curriculum guide and must be completed and returned to the school counselor by the due date listed for each exemption.

1. Students in grades 7 to 12 may be exempted from physical education (PE) if they can provide documentation of ongoing participation in a nationally sanctioned athletic program that requires 15 or more hours of training on a weekly basis between Monday and Friday. In addition, students must provide their elite national ranking from the national governing body of the sport. Exemption requests and documentation must be submitted to the Assistant Superintendent of Schools for review prior to the start of the semester. The student is NOT exempt from health class. Students may not take another class in place of PE. The student will receive a PE credit and grade of a P on their transcript. If your activity does not have a national structure or you are unable to meet this requirement, please check with your counselor to explore other options for late arrival or early dismissal that do not include a PE exemption. Deadline for submission is Aug 1 prior to the start of the school year for semester 1 and Dec 1 prior to the start of semester 2.
2. Students in grades 7 to 12 who must use the time set aside for physical education to receive special education support and services, subject to the student's Individualized Education Plan, may also have access to a PE exemption. (The student is unable to access at least one yearlong elective opportunity due to their IEP.)

The exemption application process, terms, and conditions for exemption eligibility are available from your school counselor. Timelines for completion of an exemption application must be followed to be considered eligible for a PE exemption.

## ART

### ART 1

Grade Level(s): 7, 8                      Length: Semester  
Course Code: 9ARGE69S

Prerequisites: None

Description:

Art 1 is a semester elective course that provides students with a visual arts foundation. The course of study allows students to learn the language of the arts in terms of the elements of art (line, shape, color, texture, space, value, and form) and the principles of design (balance, contrast, emphasis, movement, pattern, rhythm, and unity). Students are encouraged to develop a unique and individual means of self-expression as they explore various media, processes, and techniques. Areas of concentration may include understanding the artistic process, color theory, pencil drawing, tempera painting, molding with clay, and monoprint-making.

### ART 2

Grade Level(s): 7, 8                      Length: Semester  
Course Code: 9ARGE79S

Prerequisites:

Successful completion of Art 1

Description:

Art 2 is a semester elective course that provides students with a deeper understanding of the concepts learned in Art 1. Students are encouraged to begin portfolio development as they explore various media, processes, and techniques. Areas of concentration may include two-point perspective, charcoal drawing, observational drawing and portraiture, watercolor painting, sculpture, and reduction printmaking.

### ART 3

Grade Level(s): 8                              Length: Semester  
Course Code: 8ARGE69S

Prerequisites:

Successful completion of Art 2

Description:

Art 3 is a semester elective course that provides students with a deeper understanding of the concepts learned in Art 1 and Art 2. Students are encouraged to continue building their portfolio as they explore various media, processes, and techniques. Areas of concentration may include oil pastel and chalk drawing, acrylic painting, clay and ceramics-making, and digital drawing and image manipulation.

### ART 4

Grade Level(s): 8                              Length: Semester  
Course Code: 8ARGE79S

Prerequisites:

Successful completion of Art 3

Description:

Art 4 is a semester elective course that provides students with a deeper understanding of the concepts learned in Art 1, Art 2, and Art 3. Students will continue to develop their portfolio as they explore various media, processes, and techniques. Areas of concentration may include critique, self-choice, colored pencil drawing, implement and tool selection, glazing and painting 3-D artworks, using plaster, and introductory digital photography and image manipulation.



## **AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)**

Advancement Via Individual Determination is an academic elective course that prepares students for college readiness and success. It is scheduled during the regular school day as a year-long course. Each week, students receive instruction using a rigorous college preparatory curriculum provided by the AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

### **AVID 7**

Grade Level(s): 7                      Length: Full Year  
Course Code: 7AVGE19Y (7 Gr)

#### Prerequisites:

Application, Interview, Selection Criteria

#### Description:

The 7<sup>th</sup> grade AVID elective course builds upon the components of the AVID philosophy. Students will refine short- and long-term goals, and as a result, begin to understand the value in taking charge of their actions. Students will start working on personal and interpersonal skills, as well as formal and informal speech. Students will complete self-evaluations and peer evaluations, related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge bases of note-taking, in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers and research, to increase their knowledge of college and career options.

### **AVID 8**

Grade Level(s): 8                      Length: Full Year  
Course Code: 8AVGE19Y

#### Prerequisite:

Successful Completion of 7<sup>th</sup> Grade AVID

#### Description:

The 8<sup>th</sup> grade AVID elective course is focused on preparation for high school. The students will regularly exhibit and use the skills and strategies learned in the 7<sup>th</sup> grade AVID courses. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure and voice. Major writing assignments include persuasive, expository, descriptive and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test-taking knowledge. They will broaden their experiences by analyzing text and using appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips. Students will also participate in college preparatory testing and build connections with the high school they will attend.

## **CAREER AND TECHNICAL EDUCATION**

### **ESSENTIAL TECHNOLOGY – INTRODUCTION TO COMPUTERS**

Grade Level(s): 8                      Length: Semester  
Course Code: 8BUGE69S

Prerequisites: None

#### Description:

In Introduction to Computers, all students will have differentiated opportunities to explore introductory and advanced technology skills. Students will engage in coding, animations, 3-D printing, drone and Sphero programming with other emerging technologies. Students will use the power of computers to communicate with a global community to solve real-world problems. The course is designed to be fun, engaging, relevant, collaborative, and creative. Students will develop strategies using technology to compete in careers that don't yet exist. Students will apply their understanding through innovative projects, where they will learn to create 3D prints, websites, animations, music, graphic designs, videos, and video games.

### **ESSENTIAL TECHNOLOGY – INTERACTIVE MEDIA**

Grade Level(s): 8                      Length: Semester  
Course Code: 8BUGE79S

Prerequisites: None

#### Description:

In Interactive Media, all students will explore introductory and advanced technology skills including coding, robotic programming, podcasting, augmented and virtual reality, multimedia editing, 3-D printing, drone flight,

graphic design and new emerging technologies, Interactive Media places an emphasis on global citizenship using cutting edge technology to solve real-world problems. This course is designed to be driven by student choice, engaging, relevant, collaborative, and creative. Students will expand their understanding of computing concepts using problem-solving skills and will apply their understanding through creative, choice-directed projects. Students will build skills needed for changing technologies to compete in careers that don't yet exist.

### **FAMILY & CONSUMER SCIENCE (FACS) – CULINARY AND PERSONAL SUCCESS**

Grade Level(s): 8                      Length: Semester  
Course Code: 8FCGE69S

Prerequisites: None

#### Description:

Culinary and Personal Success provides opportunities for students to learn in a real-world, hands-on environment. Using essential employability competencies as a guide, students will develop and apply skills related to leadership, communication, collaboration, and financial literacy. Students will be introduced to culinary fundamentals including safety, personal nutrition, and food preparation in culinary labs. Students will relate their own family functions, structures, and traditions to the real world.

### **FAMILY & CONSUMER SCIENCE (FACS) – CULINARY AND LEADER- SHIP SKILLS**

Grade Level(s): 8                      Length: Semester  
Course Code: 8FCGE79S

Prerequisites: None

Description:

Culinary and Leadership Skills offers opportunities for students to learn in a real-world, hands-on environment. Students will showcase employability skills including leadership, communication, and collaboration in professional scenarios. Students will master culinary skills including cooking methods, recipe creation, budgeting, and culinary entrepreneurship. Students will explore the foundations of early childhood education, including child development, safety, and care for infants and toddlers. Culinary and Leadership students will learn how to align high school choices to college and career goals. Students will explore their post-secondary options and search for colleges and careers that meet their independent goals for a successful future.

**STEM – PROJECT LEAD THE WAY  
(PLTW) DESIGN & MODELING**

Grade Level(s): 8                      Length: Semester

Course Code: 8TEGE69S

Prerequisites: None

Description:

Students master the same design process used by engineers. Students use collaborative skills to complete design projects and develop solutions to problems. This semester course challenges students to use critical thinking skills to develop solutions to everyday problems and products. While understanding the influence of creativity and innovation in their lives.

**STEM – PLTW AUTOMATION AND  
ROBOTICS**

Grade Level(s): 8                      Length: Semester

Course Code: 8TEGE79S

Prerequisites:

Completion of STEM- Design and Modeling Recommended, but not required

Description:

Students collaborate using the design process to explore automation and robotics. Students develop construction and programming skills through projects modeled after real-world scenarios. Students will create prototypes, while taking on roles of mechanical engineers, software developers, and electrical engineers. Students will be transformed into innovators as they solve every day problems and design challenges.

## **LANGUAGE ARTS (English, Spanish, and English as a Second Language) COURSES**

### **ESL LEVEL 1**

Grade Level: 7, 8                      Length: Full Year  
Course Code: 7LAES11Y (7<sup>th</sup>)/ 8LAES11Y (8<sup>th</sup>)

#### Prerequisite:

ESL level placement is based on the following criteria: Language proficiency assessments (WIDA Screener and/or ACCESS), writing samples, and teacher recommendation.

#### Description:

**ENTERING** level: In this *Entering* stage course, students who have no or very little English language proficiency will be exposed to a variety of fiction and nonfiction texts in order to acquire fundamental communication skills, social and academic vocabulary development, listening, reading, and writing skills.

### **ESL LEVEL 2**

Grade Level: 7,8                      Length: Full Year  
Course Code: 7LAES12Y (7<sup>th</sup>)/ 8LAES12Y (8<sup>th</sup>)

#### Prerequisite:

ESL level placement is based on the following criteria: Language proficiency assessments (WIDA Screener and/or ACCESS), writing samples, and teacher recommendation.

#### Description:

**EMERGING** level: In this *emerging* stage course, students who have minimum English language proficiency will be exposed to a variety of fiction and nonfiction texts in order to acquire fundamental communication skills, social and academic vocabulary development, listening, reading, and writing skills. ESL Level 2 parallels grade-level curriculum and is taught using Sheltered English Instruction.

### **ESL LEVEL 3**

Grade Level: 7, 8                      Length: Full Year  
Course Code: 7LAES13Y (7<sup>th</sup>)/ 8LAES13Y (8<sup>th</sup>)

#### Prerequisite:

ESL level placement is based on the following criteria: Language proficiency assessments (WIDA Screener and/or ACCESS), writing samples, and teacher recommendation.

#### Description:

**DEVELOPING** level: In this *Developing* stage course, students who have intermediate English language proficiency will be exposed to a variety of fiction and nonfiction texts in order to improve their communication skills, social and academic vocabulary development, listening, reading, and writing skills. ESL Level 3 parallels grade-level curriculum and is taught using Sheltered English Instruction.

### **ESL LEVEL 4**

Grade Level: 7, 8                      Length: Full Year  
Course Code: 7LAES14Y (7<sup>th</sup>)/8LAES14Y (8<sup>th</sup>)

#### Prerequisite:

ESL level placement is based on the following criteria: Language proficiency assessments (WIDA Screener and/or ACCESS), writing samples, and teacher recommendation.

#### Description:

**EXPANDING** level: In this *Expanding* stage course, students who have high intermediate English language proficiency will be exposed to a variety of fiction and nonfiction texts in order to refine their communication skills, social and academic vocabulary development, listening, reading, and writing skills. ESL Level 4 parallels grade-level curriculum and is taught using Sheltered English Instruction.

### **ESL LEVEL 5**

Grade Level: 7, 8                      Length: Full Year  
Course Code: 7LAES15Y (7<sup>th</sup>)/ 8LAES15Y (8<sup>th</sup>)

#### Prerequisite:

ESL level placement is based on the following criteria: Language proficiency assessments

(WIDA Screener and/or ACCESS), writing samples, and teacher recommendation.

Description:

**BRIDGING** level: In this *Bridging* stage course, students who have advanced English language proficiency will be exposed to a variety of fiction and nonfiction texts in order to perfect their communication skills, social and academic vocabulary development, listening, reading, and writing skills. ESL Level 5 parallels grade-level curriculum and is taught using Sheltered English Instruction.

### **7<sup>TH</sup> GRADE ENGLISH LANGUAGE ARTS (ELA)**

Grade Level(s): 7                      Length: Full Year  
Course Code: 7LAGE19Y

Prerequisites: None

Description:

This standards-based course is designed to help students develop proficiency and confidence as readers, writers, speakers, and listeners. Emphasis is placed on the development of higher order thinking skills, grammar (usage, mechanics), increasing students' reading and writing stamina and exposure to and appreciation of a variety of fiction and non-fiction texts through the theme of choices. Students will be required to complete multiple pieces of academic writing as well as a variety of presentations in a variety of formats. Required academic writing includes but is not limited to, the structure and development of argumentative, analytical, and research writing using the writing workshop approach. Attention will also be given to the integration of technology and multimedia aspects of digital literacy necessary for college and career readiness. Activities for this course will include reading, writing, small group work, individual and group projects, formative and summative assessments, research, defining and effectively using academic vocabulary, and oral presentations.

### **7<sup>TH</sup> GRADE HONORS ENGLISH LANGUAGE ARTS (ELA)**

Grade Level(s): 7                      Length: Full Year  
Course Code: 7LAGE39Y

Prerequisites:

Placement through Gifted Programs Office

Description:

This course parallels the grade-level curriculum and is designed for students who perform beyond the group in English Language Arts and who have a strong content knowledge. Students enrolled in this course have consistently demonstrated the ability to independently generate complex, abstract ideas and thinking when interacting with the curriculum. Emphasis will be placed on individualized instruction and providing students with opportunities for students to deepen learning via inquiry-based activities as well as independent exploration of course topics and the support of students initiating projects or extensions of assignments.

### **8<sup>TH</sup> GRADE ENGLISH LANGUAGE ARTS (ELA)**

Grade Level(s): 8                      Length: Full Year  
Course Code: 8LAGE19Y

Prerequisites:     None

Description:

This standards-based course is designed to help students develop proficiency and confidence as readers, writers, speakers, and listeners. Emphasis is placed on the development of higher order thinking skills, grammar (usage, mechanics), increasing students' reading and writing stamina and exposure to and appreciation of a variety of fiction and non-fiction texts through the theme of choices. Students will be required to complete multiple pieces of academic writing as well as a variety of presentations in a variety of formats. Required academic writing includes but is not limited to, the structure and development of argumentative, analytical, and research writing

using the writing workshop approach. Attention will also be given to the integration of technology and multimedia aspects of digital literacy necessary for college and career readiness. Activities for this course will include reading, writing, small group work, individual and group projects, formative and summative assessments, research, defining and effectively using academic vocabulary and oral presentations.

**8<sup>TH</sup> GRADE HONORS ENGLISH LANGUAGE ARTS (ELA)**

Grade Level(s): 8                      Length: Full Year  
Course Code: 8LAGE39Y

Prerequisites:  
Placement through Gifted Programs Office

Description:  
This course parallels the grade-level curriculum and is designed for students who perform beyond the group in English Language Arts and who have a strong content knowledge. Students enrolled in this course have consistently demonstrated the ability to independently generate complex, abstract ideas and thinking when interacting with the curriculum. Emphasis will be placed on individualized instruction and providing students with opportunities for students to deepen learning via inquiry-based activities as well as independent exploration of course topics and the support of students initiating projects or extensions of assignments.

**DEBATE**

Grade Level(s): 7, 8                      Length: Semester  
Course Code: 7LAGE79S (7<sup>th</sup> Gr)/ 8LAGE79S (8<sup>th</sup> Gr)

Prerequisites: None

Description:  
This course is for the student who has the desire to acquire more advanced debate, personal, and group discussion skills. Students will learn how to plan, develop and organize structured and

impromptu speeches emphasizing verbal and nonverbal delivery skills such as organization, projection, inflection, eye-contact, and hand gestures. A secondary emphasis of this course will stress critical listening skills, techniques to reduce public speaking anxiety, and the development of audience etiquette and fostering an appreciation of respecting diverse perspectives on a variety of topics. Activities include class discussions, speaking exercises, analysis of historically important speeches, practice with various debate formats and collaborative group work.

**SPEECH**

Grade Level(s): 7, 8                      Length: Semester  
Course Code: 7LAGE69S (7<sup>th</sup> Gr)/ 8LAGE69S (8<sup>th</sup> Gr)

Prerequisites: None

Description:  
This course is for the beginning public speaker who would like to strengthen their public speaking skills. This course will offer a supportive setting to practice presentation before a variety of audiences. In addition to public speaking, further performance opportunities may be included in the area of public oral reading. This course prepares students to learn the role communication plays in our daily lives. Students will explore the five levels of communication: intrapersonal, interpersonal, small group, public, and mass communication. Emphasis will also be placed on verbal and non-verbal communication as well as organization techniques for delivering successful and engaging presentations. Activities include discussion, peer critiques, formal and informal speeches, group presentations, research, and standard debates.

**SPANISH LANGUAGE ARTS 7/ ARTES DEL LENGUAJE EN ESPAÑOL 7 (ALE)**

Grade Level: 7 Length: Full Year  
Course Code:7LADL29Y

Prerequisites:

Dual Language Program students/new students qualifying for the Transitional Bilingual Education Program in Spanish

Description:

Spanish Language Arts 7 / *Artes del Lenguaje en Español 7 (SLA/ALE)* focuses on developing literacy skills through literature (fiction and non-fiction), composition, grammar concepts, vocabulary study, communication, and research skills through the theme: *People, Places and Environments*.

**SPANISH LANGUAGE ARTS 8/ ARTES DEL LENGUAJE EN ESPAÑOL 8 (ALE)**

Grade Level: 8 Length: Full Year  
Course Code:8LADL29Y

Prerequisites:

Dual Language Program students/new students qualifying for the Transitional Bilingual Education Program in Spanish

Description:

Spanish Language Arts 8 / *Artes del Lenguaje en Español 8 (SLA/ALE)* focuses on developing literacy skills through literature (fiction and non-fiction), composition, grammar concepts, vocabulary study, communication, and research skills through the theme: *Time, Continuity, and Change*.

**CRITICAL READING**

Grade Level(s): 7, 8 Length: Full Year  
Course Code: 7REGE49S (7<sup>th</sup> Gr)/ 8REGE49S (8<sup>th</sup> Gr)

Prerequisites: None

Description:

This course provides students demonstrating proficiency in reading the opportunity to refine literacy skills and strategies necessary for college and career readiness. Students will be provided with opportunities to practice reading and to respond to a variety of fiction and non-fiction text to enhance comprehension and analytical skills. Refinement of critical thinking, listening and academic discussion skills are a key aspect of this course.

Vocabulary skills are also emphasized throughout the course and include Greek and Latin derivatives and understanding words in context. Students will regularly engage in setting personal individual reading goals; self-selecting reading materials, experiencing diverse medias; engaging in author and genre studies; and collaborating in a variety of activities to discuss text such as: literature circles, reader's theater, and Socratic seminar format.

## MATHEMATICS COURSES

These courses are also offered in the MME or DL Program using Sheltered English Instruction, depending on the student's English Proficiency level (ESL/Transitional Program of Instruction)

### 7<sup>TH</sup> GRADE MATH

Grade Level(s): 7                      Length: Full Year  
Course Code: 7MAGE19Y

Prerequisites: None

Description:

In 7th grade mathematics, students will further develop their understanding of proportional relationships and equations. Students will also work on quickly and accurately solving multi-step problems involving positive and negative numbers. Finally, students will expand their knowledge of geometry and apply the properties of operations to solve real-world problems involving the measurement of multi-dimensional objects.

### 7<sup>TH</sup> GRADE ACCELERATED MATH

Grade Level(s): 7                      Length: Full Year  
Course Code: 7MAGE29Y

Prerequisites:

Consistent advanced scores on iReady and/or standardized assessments

Description:

7th Grade Accelerated Math combines 7th and 8th grade math content into one school year. Students will further develop their understanding of ratios and proportional relationships and will work on quickly and accurately solving multi-step problems involving positive and negative numbers. Students will apply algebraic reasoning with expressions and study linear equations with one and two variables. Finally, students will expand their knowledge of geometry by understanding congruence and similarity of geometric figures and solving real-world problems involving the measurement of multi-dimensional objects.

### 8<sup>TH</sup> GRADE MATH

Grade Level(s): 8                      Length: Full Year  
Course Code: 8MAGE19Y

Prerequisites:

Successful completion of 7<sup>th</sup> Grade Math

Description:

In 8th grade math, students continue to apply algebraic reasoning with expressions and will study linear equations with one and two variables. Students will also expand their understanding of numbers beyond rational numbers to include numbers that are irrational. Finally, students will prepare for high school geometry by understanding congruence and similarity of geometric figures.

### MIDDLE SCHOOL ALGEBRA 1

Grade Level(s): 7, 8                      Length: Full Year  
Course Code: MA100GE1/2

Prerequisites:

Successful completion of 7<sup>th</sup> Grade Accelerated Math or iReady Score and IAR

Description:

Middle School Algebra 1 is the equivalent of high school Algebra 1. The mathematics in this course sets the foundation for all high school mathematics and includes topics of equations and graphs, linear and exponential functions, quadratics and polynomials, modeling, and statistics.

Students will receive a high school math credit for completing this course and earning an A or B for the year.



## **HONORS GEOMETRY**

Grade Level(s): 7/8

Length: Full Year

Course Code: MA220HN1/2

### Prerequisites:

Successful completion of Algebra 1 with an A or B

### Description:

This course is equivalent to high school Geometry. The students will be able to solve problem situations using geometric concepts. The overlying themes of this course will be proving geometric theorems, understanding congruence in terms of rigid motions; understanding similarity; defining trigonometric ratios; solving problems involving right triangles; and modeling with geometry in two and three dimensions. The goal is to provide experiences that encourage and enable students to value mathematics, gain confidence in their own mathematical ability, and further encourage the students to continue the study of mathematics.

Students will receive high school math credit for completing this course and earning an A or B for the year.

Middle school students ready for higher level math courses will take these classes at the high school.

## MUSIC

### BAND

Grade Level(s): 7, 8                      Length: Full Year

Course Code: 7MUBA19Y (7<sup>th</sup> Gr)/

8MUBA19Y (8<sup>th</sup> Gr)

Prerequisites:

1 year of Elementary Band -OR- instructor permission

Description:

Middle School Band is an instrumental ensemble. Participating students will focus on the development of individual and ensemble musicianship, fundamental technical skills, and performance skills through the study and performance of challenging wind band literature. Full participation in all concerts and festivals is required for all students enrolled in the band.

Students enrolled in Band will receive daily ensemble instruction as part of the student's schedule, and will also have one pull-out sectional each week.

### CHORUS

Grade Level(s): 7, 8                      Length: Full Year

Course Code: 7MUCH19Y (7<sup>th</sup> Gr)/

8MUCH19Y (8<sup>th</sup> Gr)

Prerequisites: None

Description:

Chorus is a vocal ensemble and is often a middle school student's first choral ensemble experience. Participating students will learn and perform various styles of two- and three-part choral literature, develop fundamental musical skills, and develop proper vocal

technique. Full participation in all concerts and festivals is required for all students enrolled in chorus.

### ORCHESTRA

Grade Level(s): 7, 8                      Length: Full Year

Course Code: 7MUOR19Y (7<sup>th</sup> Gr)/

8MUOR19Y (8<sup>th</sup> Gr)

Prerequisites:

1 year of Elementary Orchestra -OR- instructor permission

Description:

Middle School Orchestra is an instrumental string ensemble. Participating students will focus on the development of individual and ensemble musicianship, fundamental technical skills, and performance skills through the study and performance of challenging string literature. Full participation in all concerts and festivals is required for all students enrolled in the orchestra.

Students enrolled in Orchestra will receive daily ensemble instruction as part of the student's schedule, and will also have one pull-out sectional each week.

## **PHYSICAL and HEALTH EDUCATION COURSES**

Physical Education is a required course for all students for two semesters in 7<sup>th</sup> grade and one semester in 8<sup>th</sup> grade. Education for physical development provides students with the knowledge and skills necessary to achieve healthful living, develop and maintain physical fitness, and acquire and apply physical education skills and concepts throughout their lives. P.E instruction occurs daily. Health Education is a one-semester course in 8<sup>th</sup> grade. Students should not be in PE and Health in the same semester.

### **7<sup>TH</sup> GRADE PHYSICAL EDUCATION**

Grade Level: 7                      Length: Full Year  
Course Code: 7PEGE1/2S

Prerequisite: None

#### **Description:**

The curriculum for this yearlong course has a focus in four different areas: Effective Movement Patterns, Moderate to Vigorous skills/Target Heart Rate, Health-Related Fitness Concepts, and Movement Principals. Students will learn how to use a heart rate monitor to maintain a specific target heart rate zone. They will dig deep in their understanding of the FITT principle, how to create and track heart rate and the movement principles specific to volleyball and badminton (first semester) and soccer and basketball (second semester). The use of technology within the classroom as well as access to a fitness center will provide innovative lessons and experiences to meet the needs of each individual.

### **8<sup>TH</sup> GRADE PHYSICAL EDUCATION**

Grade Level: 8                      Length: Semester  
Course Code: 8PEGE19S

Prerequisite: None

#### **Description:**

The one semester course curriculum has a focus in three different areas: Moderate to Vigorous skills/Target Heart Rate, Fitness Data Analysis, and Movement Principles. Students will learn how to use a heart rate monitor to maintain a specific target heart rate zone. They will reflect on fitness data collected from a personal fitness

plan, create a profile to track heart rate data, and understand the movement principles specific to soccer and basketball. The use of technology within the classroom as well as access to a fitness center will provide innovative lessons and experiences to meet the needs of each individual.

### **8<sup>TH</sup> GRADE HEALTH**

Grade Level: 8                      Length: Semester  
Course Code: 8HLGE19S

Prerequisite: None

#### **Description:**

Health will introduce students to the knowledge and skills they need to be able to make educated decisions that impact the physical, mental/emotional, social, environmental, and occupational health of self, friends, and family. This course will focus on skills such as Decision Making, Self-Management, Interpersonal Communication, Accessing Valid and Reliable Information, Goal Setting, and how to advocate for yourself and others. These skills will be taught by exploring information in the areas of Mental and Emotional Health, Alcohol, Tobacco and Other Drugs, Relationships, Nutrition, and Human Sexuality. A skills-based approach will provide students with the knowledge, and skills to be able to maintain health and wellness throughout their lifetime.

## **SCIENCE COURSES**

These courses are also offered in the MME and DL Program using Sheltered English Instruction, depending on the student's English Proficiency level (ESL/Transitional Program of Instruction)

### **7<sup>TH</sup> GRADE SCIENCE**

Grade Level(s): 7                      Length: Full Year  
Course Code: 7SCGE19Y

Prerequisites: None

Description:

During 7th Grade Science students will explore Life, Physical, Earth & Space Science through 3-dimensional activities based on science and engineering practices.

### **7<sup>TH</sup> GRADE GIFTED SCIENCE**

Grade Level: 7                      Length: Full Year  
Course Code: 7SCGE39Y

Prerequisite:

Admission through Gifted Programs Office

Description:

Students are challenged in the area of science commensurate with their advanced ability. The science curriculum is differentiated by the teacher to provide depth and acceleration in response to student needs. Students encounter methods, thinking processes, and experiments aligned with the Illinois Learning Standards for Science.

### **8<sup>TH</sup> GRADE SCIENCE**

Grade Level(s): 8                      Length: Full Year  
Course Code: 8SCGE19Y

Prerequisites:

Successful completion of 7<sup>th</sup> grade Science

Description:

During 8th Grade Science students will explore Life, Physical and Earth and Space science

through 3-dimensional activities based on science and engineering practices.

### **8<sup>TH</sup> GRADE GIFTED SCIENCE**

Grade Level: 8                      Length: Full Year  
Course Code:8SCGE39Y

Prerequisite:

Admission through Gifted Programs Office

Description:

Students are challenged in the area of science commensurate with their advanced ability. The science curriculum is differentiated by the teacher to provide depth and acceleration in response to student needs. Students encounter methods, thinking processes, and experiments aligned with the Illinois Learning Standards for Science.

## **SOCIAL STUDIES COURSES**

These courses are also offered in the MME Program for the Dual Language students within the Humanities block, in conjunction with Spanish Language Arts to reflect the middle school language allocation

### **7<sup>TH</sup> GRADE SOCIAL STUDIES**

Grade Level: 7                      Length: Full Year  
Course Code:7SSGE19Y

Prerequisite: None

Description:

The 7th grade Social Studies course develops a foundational approach to the Social Studies for students as they approach their secondary education and the myriad of social science courses available in the high school. Seventh grade Social Studies students will use geographical skills and tools to better compare cultures from around the world and across different eras. Students will put these skills to use exploring geographies and cultures from Europe, Latin America, Sub-Saharan Africa, the Middle East, and Asia. The skills students develop in 7th grade Social Studies will directly prepare them for the study of U.S. History in 8th grade.

### **7<sup>TH</sup> GRADE GIFTED SOCIAL STUDIES**

Grade Level: 7                      Length: Full Year  
Course Code:7SSGE39Y

Prerequisite:

Admission through Gifted Programs Office

Description:

Students follow the 7<sup>th</sup> Grade Social Studies curriculum at greater depth and acceleration in response to the students' high ability. Themes are tied to the Illinois Learning Standards. Students engage in explorations related to political systems, economic systems, events, trends, individuals, and movements that affect society, geography, and social systems with an emphasis on the United States. Some additional project work is expected.

### **8<sup>TH</sup> GRADE U.S. HISTORY**

Grade Level(s): 8                      Length: Full Year  
Course Code: 8SSGE19Y

Prerequisites: None

Description:

History is the social science concerned with the study, recording, and examination of the past activities of human beings. United States History is a two-semester course required for all 8th grade students. The course content concentrates on study of the main topics and events in United States History from the Pre-Colonial period to the Civil War. Students will build on the Social Studies skills they learned in 7th grade to enhance their ability to interpret historical documents and events. This course will prepare students for High School U.S. History, which covers the Civil War to the present.

### **8<sup>TH</sup> GRADE GIFTED U.S. HISTORY**

Grade Level: 7                      Length: Full Year  
Course Code: 8SSGE39Y

Prerequisite:

Admission through Gifted Programs Office

Description:

Students follow the 8<sup>th</sup> Grade US History curriculum at greater depth and acceleration in response to the students' high ability. Themes are tied to the Illinois Learning Standards. United States History is explored through the topics of "Expansion and Discovery," "Colonization," "The Road to Revolution and Revolution," "Political Structure and Development," "Western Expansion," "Pre-Civil War," and "Civil War." Some additional project work is expected.

## **WORLD LANGUAGES**

Students who successfully complete both Spanish 1A and Spanish 1B in middle school are eligible to enter Spanish 2 in high school. Eighth graders may select Spanish 1A, but would be able to continue their learning in Spanish by enrolling in Spanish 1 in high school.

### **WORLD LANGUAGE - SPANISH 1A**

Grade Level(s): 7, 8                      Length: Full Year  
Course Code: 9WLGE19Y

Prerequisites: None

Description:

This year-long course introduces students to Spanish grammar, syntax, and vocabulary and includes oral and written practice. Students are introduced to culture and customs of Spanish speaking countries.

Course can be repeated.

### **WORLD LANGUAGE - SPANISH FOR HERITAGE SPEAKERS 1A**

Grade Level(s): 7, 8                      Length: Full Year  
Course Code: 9WLSH19Y

Prerequisites: None

Description:

This year-long course was established to meet the needs of the heritage Spanish speakers in the student population by giving them an alternative to the classes for non-heritage speakers offering a means for broadening and deepening their abilities in this subject. The class provides a more challenging program to the heritage speaker.

Course can be repeated.

### **WORLD LANGUAGE - SPANISH 1**

Grade Level(s): 8                      Length: Full Year  
Course Code: WL500GE1/2

Prerequisites:

Successful completion of Spanish 1A

Description:

This year-long course introduces Spanish grammar, syntax, and vocabulary and includes oral and written drill. Students are introduced to culture and customs of Spanish speaking countries. Activities include writing simple sentences, reading short segments, and learning to express oneself and understand the language, and presentation of dialogues.

Students will receive a high school Spanish credit for completing this course and earning an A or B for the year.

### **WORLD LANGUAGE - SPANISH FOR HERITAGE SPEAKERS 1**

Grade Level(s): 8                      Length: Full Year  
Course Code: WL600GE1/2

Prerequisites:

Successful completion of Spanish for Heritage Speakers 1

Description:

This year-long course was established to meet the needs of the heritage Spanish speakers in the student population by giving them a significant viable alternative to the classes for non-heritage speakers while at the same time offering a means for broadening and deepening their abilities in

this subject. The class provides a challenging program to the heritage speaker. Activities include readings of literature and poetry from Spain and Latin America. The study of Spanish grammar, art, music, culture, and geography.

Students will receive high school Spanish credit for completing this course and earning an A or B for the year.

# U-46 – 7<sup>TH</sup> GRADE COURSE SELECTION SHEET - SAMPLE

Name: \_\_\_\_\_  
 HR: \_\_\_\_\_  
 U-46 ID #: \_\_\_\_\_

Current School: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Feeder Middle school: \_\_\_\_\_

## PLACEMENT RECOMMENDATIONS

Math: \_\_\_\_\_ English: \_\_\_\_\_ Social Studies: \_\_\_\_\_  
 Reading: \_\_\_\_\_ AVID: \_\_\_\_\_ Spanish Lang Arts: \_\_\_\_\_

**Middle School Classes consist of an eight-period school day. Students will be scheduled into two semesters (one period) of each of the following:**

**\*\* Note - Students selected for the Gifted or Dual Language Gifted program will have gifted classes in Science, and Social Studies. Special Education Students will have the same classes below with the specific placement determined by their IEP.**

1. Language Arts - English Language Arts (ELA), English as a Second Language (ESL), or Honors English
2. Math (placement is based on MAP & IAR scores) - 7<sup>th</sup> Gr Math, Accelerated 7<sup>th</sup> Gr Math, or Algebra
3. Social Studies or Spanish Social Studies (DL students)
4. Science
5. Physical Education
6. Lunch
7. **Elective period** –DUAL LANGUAGE students will have Spanish Language Arts (ALE) during this period.
8. **Elective period**

**ELECTIVES** – Please select **your top six choices** for electives by marking a 1,2,3,4,5, and 6 (1= first choice, 2=second choice, etc.) Note that some electives are full year classes and would fill one period for two semesters. Some electives are semester-long classes and would be paired with other semester-long classes. **Before choosing your Electives make sure you read the attached Course Descriptions.**

Elective Course	Prerequisites	Length of class	Choice #:
<b>Example #1: Band</b>	<b>Elementary school Experience</b>	<b>Full Year</b>	<b>3</b>
<b>Example #2: FACS – Personal Success</b>	<b>None</b>	<b>Semester</b>	<b>5</b>
AVID 7	Application, interview, selection process	Full Year	
Band	Elementary school experience or teacher approval	Full Year	
Chorus	None	Full Year	
Critical Reading		Full Year	
Orchestra	Elementary school experience or teacher approval	Full Year	
Spanish 1A <b>Not for DL students</b>	None	Full Year	
Spanish Heritage 1 <b>Not for DL students</b>	Home exposure to Spanish	Full Year	
Art 1	None	Semester	
Art 2	Successful completion of Art 1	Semester	
Speech	None	Semester	
Debate	Successful completion of Speech class	Semester	
Essential Tech – Intro to Computers	None	Semester	
Essential Tech – Interactive Media	None	Semester	
FACS – Culinary & Personal Skills	None	Semester	
FACS – Culinary & Leadership Skills	None	Semester	
STEM – Design & Engineering/PLTW	None	Semester	
STEM – Automation & Robotics/PLTW	None, PLTW – Design/Engineering recommended	Semester	

In the table above, “semesters” DOES NOT refer to when in the school year the course is offered, but the length of the class.

List your choices in priority order 1= most wanted, 2= 2<sup>nd</sup> most wanted, etc.



# U-46 – 8<sup>TH</sup> GRADE COURSE SELECTION SHEET - SAMPLE

Name: \_\_\_\_\_  
 HR: \_\_\_\_\_  
 U-46 ID #: \_\_\_\_\_

Current School: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Feeder Middle school: \_\_\_\_\_

## PLACEMENT RECOMMENDATIONS

Math: \_\_\_\_\_ English: \_\_\_\_\_ Social Studies: \_\_\_\_\_  
 Reading: \_\_\_\_\_ AVID: \_\_\_\_\_ Spanish Lang Arts: \_\_\_\_\_

**Middle School Classes consist of an eight-period school day. Students will be scheduled into two semesters (one period) of each of the following: \*\* Note - Students selected for the Gifted or Dual Language Gifted program will have gifted classes in Science, and Social Studies. Special Education Students will have the same classes below with the specific placement determined by their IEP.**

1. Language Arts - English Language Arts (ELA), English as a Second Language (ESL), or Honors English
2. Math (placement is based on MAP & IAR scores) - 8<sup>th</sup> Gr Math, Algebra, Honors Geometry
3. History or Spanish History (DL students)
4. Science
5. Physical Education (1 semester)/ Health (1 semester)
6. Lunch
7. **Elective period** –DUAL LANGUAGE students will have Spanish Language Arts (ALE) during this period.
8. **Elective period**

**ELECTIVES** – Please select **your top six choices** for electives by marking a 1,2,3,4,5, and 6 (1= first choice, 2=second choice, etc.) Note that some electives are full year classes and would fill one period for two semesters. Some electives are semester-long classes and would be paired with other semester-long classes. **Before choosing your Electives make sure you read the attached Course Descriptions.**

Elective Course	Prerequisites	Length of class	Choice #:
<b>Example #1: Band</b>	<b>Elementary school Experience</b>	<b>Full Year</b>	<b>3</b>
<b>Example #2: FACS – Personal Success</b>	<b>None</b>	<b>Semester</b>	<b>5</b>
AVID 8	Successful completion of AVID 7; or application, interview, performance review	Full Year	
Band	Elementary school experience or teacher approval	Full Year	
Chorus	None	Full Year	
Critical Reading		Full Year	
Orchestra	Elementary school experience or teacher approval	Full Year	
Spanish 1A <b>Not for DL students</b>	None; See special note in description	Full Year	
Spanish 1 <b>Not for DL students</b>	Successful completion of Spanish 1A	Full Year	
Spanish Heritage 1A <b>Not for DL students</b>	Home exposure to Spanish; See special note in description	Full Year	
Spanish Heritage 1 <b>Not for DL students</b>	Successful completion of Heritage Spanish 1	Full Year	
Art 1	None	Semester	
Art 2	Successful completion of Art 1	Semester	
Art 3	Successful completion of Art 2	Semester	
Art 4	Successful completion of Art 3	Semester	
Speech	None	Semester	
Debate	None	Semester	
Essential Tech – Intro to Computers	None	Semester	
Essential Tech – Interactive Media	None	Semester	
FACS – Culinary & Personal Skills	None	Semester	
FACS – Culinary & Leadership Skills	None	Semester	
STEM – Design & Engineering/PLTW	None	Semester	
STEM – Automation & Robotics/PLTW	None, PLTW – Design/Engineering Recommended	Semester	
<b>“Semester” DOES NOT refer to when the course is offered, but the class length.</b>		<b>List choices in priority order 1= 1<sup>st</sup> Choice, 2= 2<sup>nd</sup> choice, etc.</b>	



**MIDDLE SCHOOL  
PHYSICAL EDUCATION EXEMPTIONS**  
BOE Approved June 3, 2019  
Updated June, 2023

The following are the allowable exemptions from middle school physical education in School District U-46. Please complete the form, check the option you are requesting and return the completed form to the Principal. Late submission will not be accepted. Exemptions must be renewed each year.

**PE EXEMPTION-IEP**

\_\_\_\_\_ Students in grades 7-12 who must use the time set aside for physical education to receive special education support and services, subject to the student's Individualized Education Plan. (IEP) Student who is unable to access at least one-year long elective opportunity.

**PE EXEMPTIONS- ATHLETICS**

\_\_\_\_\_ \*Students in grades 7-12 may be exempted from physical education (PE) if they can provide documentation of ongoing participation in a Nationally sanctioned athletic program that requires 15 or more hours of training on a weekly basis between Monday and Friday. In addition, students must provide their elite national ranking from the national governing body of the sport. Exemption requests and documentation should be submitted to the Assistant Superintendent of Secondary Education for review prior to the start of the semester. Student is NOT exempt from health class. Students may not take another class in place of PE. The student will receive a PE credit and a grade of a P on their transcript. If your activity does not have a national structure or you are unable to meet this requirement, please meet with your counselor to explore other options for late arrival or early dismissal that do not include a PE exemption. The deadline for submission is August 1st prior to the start of the school year for semester 1 and December 1st prior to the start of semester 2.

Name of Organization providing ranking: \_\_\_\_\_

Sport Activity: \_\_\_\_\_

Student Name \_\_\_\_\_ Student ID # \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal/Designated Administrator Approval \_\_\_\_\_

Date \_\_\_\_\_ Name of School: \_\_\_\_\_

\*Assistant Superintendent of Schools required for nationally sanctioned athletic program exemptions.

Signature \_\_\_\_\_ Date \_\_\_\_\_



**ABBOTT MIDDLE SCHOOL**  
949 Van St.  
Elgin, IL 60123  
Phone: 847/888-5160  
Principal: Jennifer Reyes  
Counselor: Sittie Jackson Williams  
Counselor: Molly Porters



**HAWK HOLLOW MIDDLE SCHOOL**  
235 Jacaranda Dr.  
Bartlett, IL 60103  
Phone: TBD  
Principal: Lisa Olsem  
Counselor: Jessica Ventrella



**CANTON MIDDLE SCHOOL**  
1100 Sunset Circle  
Streamwood, IL 60107  
Phone: 630/213-5525  
Principal: Kim Rudden  
Counselor: Jeremiah Svendsen  
Counselor: Kelly Gentleman



**KENYON WOODS MIDDLE SCHOOL**  
1515 Raymond St.  
South Elgin, IL 60177  
Phone: 847/289-6685  
Principal: TBD  
Counselor: Melanie Rook  
Counselor: Yesenia Martinez  
Counselor: Eve Perdikaris



**EASTVIEW MIDDLE SCHOOL**  
321 N. Oak St.  
Bartlett, IL 60103  
Phone: 630/215-5550  
Principal: Angela Ginnan  
Counselor: Brittany Smith  
Counselor: Rachel Giordano



**KIMBALL MIDDLE SCHOOL**  
451 N. McLean Blvd  
Elgin, IL 60123  
Phone: 847/888-5290  
Principal: Charlotte Coleman  
Counselor: Sam Mayers-White  
Counselor: Shannen Sutherland



**ELLIS MIDDLE SCHOOL**  
225 S. Liberty St.  
Elgin, IL 60120  
Phone: 847/888-5151  
Principal: Nick Baird  
Counselor: Joseph Cooley  
Counselor: Rachel Lore



**LARSEN MIDDLE SCHOOL**  
665 Dundee Ave.  
Elgin, IL 60120  
Phone: 847/888-5250  
Principal: Marc Spacone  
Counselor: Angelina Peralez  
Counselor: Lucas Pedersen



**TEFFT MIDDLE SCHOOL**  
1100 Shirley Ave.  
Streamwood, IL 60107  
Phone: 630/213-5535  
Principal: Dr. Richard Lebron  
Counselor: Xochitl Chavarria Lujan  
Counselor: Benjamin Jaramillo  
Counselor: Elizabeth Pizzuto