

## 8<sup>TH</sup> GRADE COURSE DESCRIPTIONS

### ACADEMIC COURSES:

#### **Language Arts (Standard)**

The ELA curriculum in grade 8 is a standards-based mix of literature and non-fiction and of creative endeavors and text-based analysis. Our focus shifts in 8<sup>th</sup> grade to teaching students how analyze what they read and then extend on the ideas through their own background information and other sources. We reinforce reading skills through a variety of texts that students will need to understand for their futures, academic and beyond. We move beyond the textbook and into real life by analyzing stories, movie clips, poetry, music, and images, both still and animated. Students build their writing skills through essay writing (informative and argumentative), evidence-based responses, poetry practice, journal entries, and creative prompts. In addition, students practice oral communication skills through formal and informal speeches and class presentations. We also practice necessary skills including grammar, spelling, and vocabulary.

#### **Language Arts 8<sup>th</sup> (Advanced)**

The ELA advanced curriculum in grade 8 is recommended for students who read at grade level or higher. The pace is faster and the content is more rigorous than a regular ELA class and is not for remediation. ELA is a standards-based mix of literature and non-fiction and of creative endeavors and text-based analysis. Our focus shifts in 8<sup>th</sup> grade to teaching students how analyze what they read and then extend on the ideas through their own background information and other sources. We reinforce reading skills through a variety of high-level texts that students will need to understand for their futures – high school honors, college, and beyond. We move beyond the textbook and into real life by analyzing stories, movie clips, poetry, music, and images, both still and animated. Students build their writing skills through essay writing (informative and argumentative), evidence-based responses, poetry practice, journal entries, and creative prompts. In addition, students practice oral communication skills through formal and informal speeches and class presentations. We also practice practical skills including grammar, spelling, and vocabulary.

#### **Pre-Algebra (8<sup>th</sup> Grade Standard Math)**

Students will:

- Analyze and represent linear functions and solve linear equations and systems of equations.
- Analyze two and three dimensional figures by using distance and angle relationships.
- Analyze and summarize data sets including box and whisker plots, scatter plots and lines of best fit
- Compare, contrast and convert between customary and metric systems.
- Solve one and two step inequalities with one variable.
- Perform operations on real numbers using multi-step and real world problems.

### **Algebra I Honors (High School Elective Credit; cannot be dropped after the first week of the 1<sup>st</sup> Nine Weeks)**

This course is designed to provide the foundation for future secondary mathematics courses and develop skills needed to solve mathematical problems. Topics shall include, but are not limited to, functions, linear equations and inequalities, systems of linear equations and inequalities, polynomials, operations with radical expressions, solving quadratic equations, ratios and proportions. This course also includes absolute value equations and inequalities, operations with rational expressions, solving rational equations and characteristics of quadratic graphs.

### **Geometry Honors (High School Elective Credit; cannot be dropped after the first week of the 1<sup>st</sup> Nine Weeks)**

This course includes a rigorous, in-depth study of all of the practical applications of geometric skills and concepts in the real world, as well as, but not limited to, truth tables, vectors, Fibonacci sequence, coordinate geometry proofs, proofs involving circles, and problems involving cross sections of solids.

### **Environmental Honors Science Course \* (High School Elective Credit; cannot be dropped after the first week of the 1<sup>st</sup> Nine Weeks)**

The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study.

This course expects students be capable of comprehending scientific concepts presented at an advanced level. Laboratory activities are a significant component in the course and offer students an opportunity to become familiar with scientific instruments and experimental methods.

Students taking this class:

- Earn a high school honors science credit.
- Will be required to take the FSA Science 8<sup>th</sup> Grade test, so they will be learning all the required standards of 8<sup>th</sup> grade science concurrently.
- A Pre-Requisite for this class is 7<sup>th</sup> Grade Gifted/Advanced Science

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### **Comprehensive Science (3)**

A comprehensive science course that has been designed to support understanding through big ideas in science. Based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build from the content covered in 6<sup>th</sup> grade and 7<sup>th</sup> grades. The major concepts covered include *Rate of Change, Technology and Travel, All Spheres including Biosphere, Evolution, Organization of Organisms, Homeostasis in Humans*. The class will be supported by digital content as well as hands-on, cooperative, and literacy based activities. Students in Advanced and Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

### **United States History (Standard)**

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 in order to prepare for the future as participating members of a democratic society. The student will examine political, economic, technological and social developments of the United States from the Exploration Period through Reconstruction, with special emphasis on Florida's role. The course of study should include, but is not limited to the impact of expansion on the development of America; political, social, and economics conflicts and compromise; influence of diverse groups on cultural development of the U.S.; key concepts of the U.S. Constitution and other historical documents. The curriculum covered in this course meets the Florida Middle School Civics requirement

### **United States History (Advanced)**

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 in order to prepare for the future as participating members of a democratic society. The student will examine political, economic, technological and social developments of the United States from the Exploration Period through Reconstruction, with special emphasis on Florida's role. The course of study should include, but is not limited to the impact of expansion on the development of America; political, social, and economics conflicts and compromise; influence of diverse groups on cultural development of the U.S.; key concepts of the U.S. Constitution and other historical documents. The curriculum covered in this course meets the Florida Middle School Civics requirement. Note: This course was developed with a more rigorous in-depth study of United States History utilizing challenging reading, writing, and research assignments.

### **Pre-Advanced Placement United States History (Pre-AP US History)**

The Pre-AP United States History course will teach students how to organize and to analyze historical information. This course requires extensive reading, writing, research and participation. The course content includes the following units: Colonial/Revolution Era, Development of Constitutional America, The Expanding Nation - Economic Growth and Development of the U.S., and U.S. Comes of Age in the 20<sup>th</sup> Century. This course is intended to prepare students to take Advanced Placement courses in high school.

### ELECTIVE COURSES:

#### **Beginning Band - Band 1 (Yearlong)**

No previous musical experience is required. Students will learn the basics of instrument fundamental, reading music and rhythmic notation, and independent musical performance. Students will have an opportunity to participate in various musical performances throughout the year. Instruments taught in Band are flute, oboe, bassoon, clarinet, saxophone, trumpet, French horn, trombone, baritone, tuba and orchestral percussion. **Performances are an integral part of the curriculum.**

#### **Concert Band - Band II (Yearlong)**

Concert Band is open to students at an intermediate level of development. Students should be proficient in music reading, scales, tone production, and articulation. All of the basic techniques that were introduced in Beginning Band are further developed in Concert Band. Greater emphasis is placed upon performing band music at an intermediate level. Students will have after school rehearsals when necessary for concert preparation. **Performances are an integral part of the curriculum.**

#### **Symphonic Band-Band III (Yearlong)**

This is a yearlong accelerated advanced-level instrumental class for students who have successfully completed at least one year of Beginning Band and/or Concert Band. Students will be given challenging opportunities to develop a higher level of musicianship and performance skills through the study of different levels of styles of band literature. Students will participate in concerts, Music Performance Assessment, and performance activities that enhance the school music program and school. **Placement in this class is by Director recommendation only. Performances are an integral part of the curriculum.**

#### **Jazz Ensemble- Band IV (Yearlong)**

A placement audition is required for Jazz Band. The course explores the rhythmic and improvisational skills uses to perform jazz as well as the stylistic and historical understanding. Students will study the three basic types of jazz: rock, swing and Latin. The instrumentation for this jazz ensemble may consist of but not limited to trumpets, saxophones, trombones, bass guitar, guitar, drum set and keyboard. **Placement in this class is by Director recommendation only. Performances are an integral part of the curriculum.**

#### **Chorus 1 (Yearlong)**

Students with little or no choral experience develop beginning vocal technique skills, music reading and notation skills, critical and creative thinking skills, and an appreciation of music from around the world and through various periods of time. Performances will serve as a culmination of specific instructional goals. Performances are an integral part of the curriculum.

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### **Chorus 2 (Yearlong)**

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Performances will serve as a culmination of specific instructional goals. **Director approval is required.** Performances are an integral part of the curriculum.

### **Digital Art (Yearlong)**

This rigorous course involves controlling computer technology to produce artistic images. Students will learn computer illustration techniques, image manipulation and graphic design visual literacy. As students are introduced to various fields in the digital arts, they will learn to apply the fundamentals of design with software applications to include Photoshop CC. Knowing how to work with Photoshop is an increasingly useful skill for students embarking on many career paths, from photography to graphic design, marketing and small business ownership. Students will be given the opportunity to earn the Adobe Certified Associate Photoshop CC certification and will be **required to take the Adobe Photoshop Certified Associate Exam.**

### **Digital Information Technology – DIT \* (Yearlong) High School Elective Credit; cannot be dropped after the first week of the 1<sup>st</sup> Nine Weeks**

This course provides a basic overview of current business and information systems and trends, and introduces students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. Students will work to become **certified in Microsoft Office Suite (MOS) industry certification.**

### **Experimental Science (Yearlong)**

Experimental Science is a research elective class that focuses on *experimental research* during Semester 1, culminating in a science project, and *investigative research* during Semester 2, focusing on both Rube Goldberg machines and other investigative scientific avenues, culminating in a final project. **Participation in the school and district Science Fair is a required part of the coursework.** There are a limited number of seats available for this course. Students will be selected by lottery. The course will be available based on the number of schedule requests received and the overall availability of the master schedule.

### **Leadership - Engaged Citizenship through Service Learning 1 (Yearlong)**

This course provides an introduction to service-learning and civic responsibility for Grades 7, and 8. Academic, personal and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. In order to develop leadership skills and positive habits that will allow students to be successful with service-learning, we will incorporate author Sean Covey's *The 7 Habits of Highly Effective Teens* as the primary text for the course. Students will actively participate in meaningful service-learning experiences for at least 20 hours during the school year. **Note: Students are required to complete an application for consideration of this course.**

### **Physical Education/Comprehensive PE (Semester or Yearlong)**

The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences, which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

### **Introduction to World Languages (Yearlong)**

#### **Semester A: Spanish**

This course is designed to introduce students to a foreign language. During the semester students will explore basic principles of Spanish Language, the cultural concepts related to the Spanish-speaking world and compare the students' own language and culture with that of Spanish-speaking countries. In addition, fundamentals of Latin vocabulary will be introduced to emphasize a better understanding and a more precise use of English.

#### **Semester B: French**

This semester course is a beginning exploratory course that will introduce students to French language and culture. This course introduces students to the French language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this semester course. In addition, fundamentals of Latin vocabulary will be introduced to emphasize a better understanding and a more precise use of English.

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### **French 1 \* (Yearlong) High School Elective Credit; cannot be dropped after the first week of the 1<sup>st</sup> Nine Weeks**

French 1 introduces students to the target language and its culture. The student will develop communicative skills in all three modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

### **Spanish 1 \* (Yearlong) High School Elective Credit; cannot be dropped after the first week of the 1<sup>st</sup> Nine Weeks**

This course is designed to emphasize speaking and listening skills with students' oral participation in the target language. Reading and writing are introduced and basic grammar structures explained. Students will be introduced to the culture and customs of various Spanish speaking countries.

### **Yearbook (Yearlong)**

Students must apply for this class in the spring of the previous school year. The application looks at Language Arts progress, writing ability, and character. This yearlong course will give students real-world experience on how to make a product, market the product, and obtain advertisements to help fund the product. Because the product is the yearbook, students will learn photography, journalism, and graphic design skills required in covering and documenting the year at Rock Lake Middle School.

### **Art (Semester)**

Students learn to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression.

### **Speech & Debate (Semester)**

The goal of this course is for students to be able to organize and effectively deliver speeches that entertain, inform and persuade and are supported with evidence from text and research.

### **Exploring Information Technology (IT) Careers (Semester)**

This course is part of the Digital & Emerging Technologies Program of Exploration at Rock Lake MS. Students will explore a variety of technologies, skills and IT careers including hands-on experiences.

### **Robotics (Semester)**

This is a science-based elective that investigates key aspects of the STEM program to include Robotics, Nanotechnology, Genetics, and other topics.

### **iConnect \* (Semester) High School Elective Credit; cannot be dropped after the first week of the 1<sup>st</sup> Nine Weeks**

How much do you know about technology? Discover how “Technology, like art, is a soaring exercise of the human imagination” (Daniel Bell). This semester, you will discover new possibilities and learn about technology applications and communication techniques through this innovative and interactive course. In addition, you will have the opportunity to “show off” your skills by producing a culminating activity that includes your favorite projects from the course and will be added to your ePortfolio. **This course provides an opportunity to earn two digital tool certificates. This is a high school credit course, and also meets the middle school iSeries requirement (2 required).**

### **iChallenge (Semester OR Yearlong)**

Are you ready for your future? By the year 2020 there will be 1.4 million computing jobs and only 400,000 Computer Science students. With so many opportunities in Computer Science, choose iChallenge and learn about this growing field and how it will impact your future, regardless of the career you choose! This coding and game based course will allow you to earn a digital tool certificate and prepare you to take AP Computer Science Principles in high school. This class uses a combination of online learning, teacher instruction, and project-based learning. You will have the ability to choose projects that excite you, with topics you want to learn more about relating to coding and Computer Science. “Coding is today’s language of creativity. All our children deserve a chance to become creators instead of consumers of computer science” (Maria Klawe). **This course provides an opportunity to earn one digital tool certificate and an industry certification (yearlong). This course meets the middle school iSeries requirement (2 required).**

### **P.I.T. Crew (Semester or Yearlong)**

**By application only:** RLMS is offering students the opportunity to participate in an interactive peer inclusion program that provides benefits to all students involved. Peer tutors provide support primarily to students with disabilities or any students who may benefit from additional assistance. This is an elective class that will provide the students with training in diversity and how to work with their peers with disabilities or other struggles. The tutors will always be supported and monitored by the class instructor, classroom teachers and paraprofessionals. An applicant should be friendly, compassionate, responsible, outgoing and willing to help others. We offer two options for P.I.T. Crew: in the Curriculum Project classrooms or in content area classrooms. Please pick up an application at the front desk or guidance office.



### **T.V. PRODUCTION 1 (Semester)**

Students learn basic skills and techniques for shooting and editing video in this semester-long course. The quarter project at the end of the first nine weeks is a performance assessment of those skills. The second quarter begins with a unit on studio production. Students will learn the roles and duties of every position in the television studio. The rest of the semester will focus on script writing and creating storyboards for commercials and short films. Students will be able to choose one of those formats as their final project at the end of the semester. (May be taken the same year as TV 2.)

### **T.V. PRODUCTION 2 (Semester)**

**Students must have completed Intro to T.V. Production 1** in order to be enrolled in this semester-long course. Students will expand on the shooting and editing skills and techniques learned in T.V. Production 1 with more challenging assignments and projects that give closer attention to technical detail. The second half of the semester will focus on basic journalism concepts involved in producing studio productions and news stories. Student work will contribute to the broadcast of the morning announcements. (May be taken the same year as TV 1.)

### **T.V. PRODUCTION 3 (Yearlong)**

**Students must have completed Intro to T.V. Production 1 and 2** in order to take this yearlong course. Students in this class will broadcast the morning announcements. The course focuses on utilizing shooting and editing video techniques to build basic journalism skills. Students will learn different script formats for writing broadcast news stories and learn how video and sound play a role in broadcast journalism. Students who enroll in this course must have a genuine interest in broadcast journalism, and must be self-motivated in order to cover the events that take place at Rock Lake Middle School, as well as provide video production support at the request of teachers and administrators. Students will work to become **certified in Adobe Photoshop industry certification**.