

2024-25 Course Catalog

Grade 8



Templeton Middle School



Hamilton School District

**W220 N6151 Town Line Road
Sussex, WI 53089
(262) 246-6471**

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Hamilton School District Mission

It is the mission of the Hamilton School District, a child-centered, progressive, pro-active organization, to ensure maximum level of achievement for each student through a respectful and active learning environment; a rigorous, relevant curriculum; and a highly qualified, caring staff in concert with our diverse community.

Notice of Nondiscrimination

The Hamilton School District provides equal educational and employment opportunities. The District does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability, or any other reason prohibited by state or federal laws or regulations, in any of its programs or activities, applications for admission, or employment.

The District is required by Title IX and Part 106 of Title 34 of the Code of Federal Regulations not to discriminate on the basis of sex in the education programs or activities operated by the District, and this requirement extends to admission and employment. The District provides equal access to the Boy Scouts and other designated youth groups.

The District has designated and authorized the following individual as the person responsible for coordinating the District's efforts to comply with and carry out its responsibilities under Title IX, Board Policies 411 and 511, and other state and federal nondiscrimination laws, including investigation of any complaints alleging a violation of Title IX or other discrimination:

Title IX Coordinator/Nondiscrimination Compliance Officer:

John Roubik
Assistant Superintendent of Human Resources and Organizational Development
Hamilton School District
W220N6151 Town Line Road
Sussex, WI 53089
(262) 246-1973.

Any questions regarding Title IX or other nondiscrimination laws may be referred to the Title IX

Coordinator/Nondiscrimination Compliance Officer or to:

U.S. Dept. of Education, Office for Civil Rights
230 S. Dearborn, 37th Floor
Chicago, IL 60604
(312) 730-1560 or OCR.Chicago@ed.gov

Please refer to School Board Policies 411 - Equal Educational Opportunities and 411.2 - Discrimination and Harassment Prohibited for additional information regarding the District's student nondiscrimination policies and procedures, including information regarding the accommodation of sincerely held religious beliefs, the nondiscriminatory offering of career and technical education opportunities, equal educational access for homeless students, and requests for accommodations under Section 504 of the Rehabilitation Act.

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REGISTRATION AND SCHEDULING PROCESS

The process of registration and scheduling affords the student many opportunities to consult with parents, counselors, and staff members. The process is:

INFORMATION DISTRIBUTION

The TMS Course Catalog and Course Selection information will be distributed to:

- Current grade 6 students during the week of February 5, 2024
- Current grade 7 students during the week of February 12, 2024

Parents are encouraged to call the school counselors if they have any questions about the courses of the course selection process.

- Mrs. Beth Buschmann, x4152 7th Grade
- Mr. Steve Gross, x4151 8th Grade

Online Course Selections are due on the following dates:

- Grade 7 February 23, 2024
- Grade 8 February 23, 2024

ALLIED ARTS ELECTIVE COURSE SELECTION

Grade 8 students can select one full year elective and one elective that alternates opposite with Fitness Education. Daily elective choices are:

- Art
- Choir
- Instrumental Music (Band)
- Applied Engineering and Technology
- French I
- German I
- Spanish I

Grade 8 students can select one full year elective and one elective that alternates opposite with Fitness Education. Alternate day elective choices are:

- Art
- Choir
- Music Studio
- Instrumental Music (Band)
- Family and Consumer Education (F/CE)
- Theatre
- Introduction to Business and Marketing

PARENTAL INPUT

Parents who would like to provide information that relates to their child's educational needs, can write a letter to the principal by April 26, 2024.

COURSE OF STUDY

COUNSELORS - Middle school counselors can be very helpful people to work with in helping students reach their academic, social, and emotional potential. Counselors are trained to facilitate personal development and work with students in planning, decision-making, educational and career planning, and personal/social concerns. They do this through individual counseling, small group counseling, and large or small group guidance. Counselors have knowledge of graduation requirements and what is needed each year to fulfill those requirements. They can assist students in career decision-making by providing current information on career path requirements, employment trends, and how individual skills and interests affect their choices.

TEACHERS – While at Templeton Middle School, students will have an opportunity to take many different courses in several areas. The teachers of Templeton are experts in their areas of instruction. Oftentimes teachers are called upon to make recommendations regarding course sequence and ability placement. Should students have questions involving course content or placement in an area of skill, any teacher would be able to help them or, at the very least, direct them to the instructor who can provide more expertise. At any time, students are encouraged to ask questions of the staff, but especially during the crucial process of selecting course work for the following year.

ADMINISTRATION - Administrators can aid the student in a variety of ways, should the student or parent so desire. The administration works directly with the registration and scheduling process. If there are questions or concerns that cannot be answered by the administration, they will direct them to the professionals who can. An administrator is also able to work with students on a variety of concerns should other avenues be unavailable.

SPECIAL SERVICES - The middle school offers a variety of services for students with special needs as determined by federal and state law. Social workers, special education instructors, psychologists, and other special needs services are available. Contact an administrator or counselor if a need for special services is suspected.

Administrative Offices (262) 246-6477	Ext	Email
Attendance Line/Absences	4150	Templetonattendance@hamilton.k12.wi.us
Health Room/Medications/Illnesses at School	4154	
Student Services Department	4150	

Principal	Brad Hoffmann	4149	hoffbr@hamilton.k12.wi.us
Associate Principal	Cody Leland	4148	lelaco@hamilton.k12.wi.us
Athletic Director	Rhonda Watton	4212	wattrh@hamilton.k12.wi.us
Library/IMC	Anita Paque	4157	paquan@hamilton.k12.wi.us
Police Liaison Program – Student Resource Officer	Officer Leah Estes	1189	estele@hamilton.k12.wi.us
School Counselor, 7th Grade	Beth Buschmann	4152	buscbe@hamilton.k12.wi.us
School Counselor, 8th Grade	Steve Gross	4151	grosst@hamilton.k12.wi.us
Social Worker	Cheryl Johnson	4159	johnch@hamilton.k12.wi.us
School Psychologist	Dr. Rebecca Ribar	4185	ribare@hamilton.k12.wi.us

COURSE OF STUDY

Grade 7

Academic Subjects

Communication Arts
Mathematics
Science
Social Studies

Allied Arts Subjects

Quarter Classes Daily

Exploratory German
Exploratory French
Exploratory Spanish
Applied Engineering and Technology

Full Year Alternative days – A/B

Fitness Education
and

Elective – select 1
Art
Choir
Music Studio
Family and Consumer Education
Instrumental Music

Grade 8

Academic Subjects

Communication Arts
Mathematics
Science
Social Studies

Allied Arts Subjects

Full Year Daily Elective – select 1

Art
Choir
French I
German I
Spanish I
Applied Engineering and Technology
Instrumental Music – Advanced

Full Year Alternative days – A/B

Fitness Education
and

Elective – select 1
Art
Choir
Music Studio
Family and Consumer Education
Instrumental Music - Advanced
Introduction to Business and Marketing
Theatre

All students have the opportunity to grow as learners based on individual needs in the classroom.

Academic Support

- ELL
- Math and/or Reading Intervention
- Multi-Tiered Systems of Support (MTSS)

*MTSS guidelines include students who score low on a combination of Fastbridge, Forward Exam, and classroom assessments in math and/or reading. These students will be considered for math and/or reading intervention support during advisement.

ACADEMIC SUPPORT

ACADEMIC SUPPORT CLASSES

At times academic support intervention is necessary to help students demonstrate mastery of content material. The following are academic support classes at Templeton Middle School. Students are identified for participation in the appropriate support class based on Fastbridge test scores, minimal or basic proficiency on the Forward Exam, standardized tests and grades in class.

- English Language Learner (ELL)
- Advisement
- Multi-Tiered Systems of Support (MTSS)**

**Multi-Tiered Systems of Support (MTSS) guidelines include students who score low on a combination of Fastbridge, Forward Exam, and classroom assessments in math and/or reading. These students will be considered for math and/or reading intervention support during advisement.

ACADEMIC CORE SUBJECTS

COMMUNICATION ARTS

COURSE DESCRIPTION

Grade 8 Communication Arts further extends skills and concepts from grade 7 in the areas of reading, writing, speaking, and listening. Emphasis is placed on reading and analyzing texts from multiple genres, the writing process, sentence variety, language/word study, grammar skills, and vocabulary development.

UNITS OF STUDY

The following are focused on throughout the thematic units:

- Novel studies/groups
- Narrative
- Argument
- Literary Analysis

LEARNING TARGETS

- Students will read and annotate a variety of texts to determine meaning and interpret content and structure appropriate to the purpose and audience.
- Students will use the writing process to produce pieces focusing on sentence development, organization and style.
- Students will logically and appropriately present evidence or support to analyze and synthesize various ideas to the task, purpose and audience.
- Students will choose vocabulary, style, and conventions appropriate to the tasks and audience.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.

DISCIPLINARY LITERACY

- narrative, dialogue, figurative language, point of view, parts of a story (characters, setting, plot, exposition, rising action, climax, falling action, resolution), theme, tone, mood, thesis statement, transition, plagiarism, summarizing, paraphrasing, citation, argument, writing process (plan, compose, evaluate, revise, edit, and publish), types of sentences (simple, compound, complex, compound-complex), parts of sentences (independent, dependent, phrase, clause), word stems (prefix, root, suffix, and origin), ellipses

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

SUMMATIVE ASSESSMENTS

- Written Pieces (narratives, literary analyses, research papers, etc.), discussions, vocabulary assessments, grammar assessments.

TEXTBOOK/MATERIALS

- CommonLit
- Book Clubs

ACADEMIC CORE SUBJECTS

Pre-Algebra

COURSE DESCRIPTION

Grade 8 Math curriculum is designed to prepare students with the necessary skills to be successful in high school Algebra. Students are expected to communicate math knowledge orally and in writing. This curriculum will continue to focus on the Wisconsin State Standards.

UNITS OF STUDY

- Real Numbers
- Solving Linear Equations
- Linear Functions
- Data Analysis
- Systems of Linear Equations
- Congruence and Similarity
- Pythagorean Theorem
- Surface Area and Volume

LEARNING TARGETS

- Students will demonstrate critical thinking in various problem-solving applications.
- Students will demonstrate their understanding of relationships between numbers and/or variables.
- Students will demonstrate computation and operation skills.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.

DISCIPLINARY LITERACY

- numerical expression, variable expression, coefficient, like terms, constant terms, equations, Distributive Property, Commutative Property, Associative Property, rational number, irrational number, reciprocal, Pythagorean Theorem, perfect square, perfect cubes, frequency table, scatter plot, dependent events, independent events

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Financial Literacy

SUMMATIVE ASSESSMENTS

- Graded assignments, quizzes, topic tests, common assessments, and projects.

MATERIALS

- TI30x or TI30xII calculator

ACADEMIC CORE SUBJECTS

ALGEBRA

COURSE DESCRIPTION

Grade 8 Algebra is the same course as taught at the high school level. Students participating in grade 8 algebra do not receive high school credit but are able to continue with more advanced course work in grade 9. This curriculum will continue to focus on the Wisconsin State Standards.

UNITS OF STUDY

- Solving Equations
- Solving Inequalities
- Functions
- Systems of Equations and Inequalities
- Exponents and Exponential Functions
- Polynomials and Factoring
- Quadratic Functions and Equations
- Radical Expressions and Equations
- Data Analysis
- Probability

LEARNING TARGETS

- Students will apply a variety of mathematical skills and strategies including reasoning, oral and written communication and appropriate use of technology when solving mathematical problems.
- Students will be able to demonstrate critical thinking in various problem-solving applications.
- Students will be able to demonstrate their understanding of relationships between numbers and/or variables and be able to demonstrate computation and operation skills.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.

DISCIPLINARY LITERACY

- Real numbers, distributive property, inequalities, absolute value equations and inequalities, functions, linear/nonlinear functions, slope, slope-intercept form, point-slope form, standard form, absolute value functions, systems exponential functions, exponential growth, exponential decay, polynomials, quadratic functions, quadratic equations, matrix, percentiles, percentile rank, permutations, combinations.

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Financial Literacy

SUMMATIVE ASSESSMENTS

- Graded assignments, quizzes, topic tests, common assessments, and projects.

MATERIALS

- TI30x or TI30xII calculator

ACADEMIC CORE SUBJECTS

SCIENCE

COURSE DESCRIPTION

Grade 8 Science integrates chemistry, waves and electromagnetic radiation, forces and interactions, and energy into an inquiry-based curriculum while making connections to engineering skills.

UNITS OF STUDY

- Chemistry
- Engineering
- Waves and Electromagnetic Radiation
- Forces and Interactions
- Energy
- Electricity and Magnetism

LEARNING TARGETS

- Students will ask questions and define problems.
- Students will plan and carry out investigations.
- Students will use mathematical and conceptual thinking to analyze data.
- Students will engage in an argument from evidence, which includes defending an explanation and collaborating with peers in searching for the best explanation.
- Students will develop and use models, which will include constructing mental and conceptual models to represent and understand phenomena and use models to explain and predict behaviors of systems or test a design.
- Students will analyze and interpret data, which will include using tables, graphs, spreadsheets, etc. to display and analyze data, recognizing patterns in data and see relationships between variables, and revising initial hypothesis when the data doesn't support it.
- Students will construct explanations and design solutions.
- Students will obtain, evaluate, and communicate information, which will include communicating findings clearly and persuasively and evaluating the validity of the findings of others.

DISCIPLINARY LITERACY

- asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in arguments from evidence; obtaining, evaluating, and communicating information

21ST CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Media Literacy
- Information Literacy

SUMMATIVE ASSESSMENTS

- Science labs, quizzes, tests, and engineering projects

TEXTBOOK/MATERIALS

The following may be utilized within the classroom:

- Chemical Building Blocks, Prentice Hall
- Chemical Interactions, Prentice Hall
- Forces and Motion, Prentice Hall
- Electricity and Magnetism, Prentice Hall
- Sound and Light, Prentice Hall
- Chemistry of Materials, Lab Aids
- Chemical Reactions, Lab Aids
- Online readings
- Virtual Labs

ACADEMIC CORE SUBJECTS

SOCIAL STUDIES

COURSE DESCRIPTION

Grade 8 Social Studies will participate in a comprehensive study of the history of the United States. Students will understand how many cultures have influences and contributed to the development of our nation. Through various activities students will also learn about the causes and effects of the Revolutionary War and the Civil War. In order to understand the basic principles of democracy and government, students will examine various political documents, primary source materials and the Constitution.

UNITS OF STUDY

- Geography
- Colonization
- Revolutionary War
- Government
- Westward Expansion
- Civil War

LEARNING TARGETS

- Students will demonstrate factual knowledge of the history of the United States based on units of study.
- Students will understand that the United States had a multi-cultural beginning and that multiple cultures have made significant contributions to its development.
- Students will describe the main economic, military, and political events of the Revolutionary and Civil Wars.
- Students will communicate the social, economic, and political causes and effects of the Civil War.
- Students will discuss major economic factors in the development of the United States.
- Students will demonstrate understanding of the basic principles of democracy as defined by the Constitution and other political documents.
- Students will show their understanding of how Manifest Destiny was achieved.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical literacy.

DISCIPLINARY LITERACY

- Artifact, democracy, colony, emancipation, Constitution, revolution, economy, ratify, boycott, import, export, federalism, popular sovereignty, tariff, propaganda, siege, embargo, abolitionist, amendment, rights, law, compromise, petition, treason, nullify

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Media Literacy
- Information Literacy

SUMMATIVE ASSESSMENTS

- Written assignments, quizzes, tests, projects, performance tasks.

TEXTBOOK/MATERIALS

- History Alive! The United States Through Industrialization, Teachers Curriculum Institute
- Supplementary books for each unit published by *Teacher Created Materials*

ALLIED ARTS

REQUIRED

- Fitness Education

DAILY ELECTIVE OPTIONS

- Applied Engineering and Technology
- Art
- Choir
- French I
- German I
- Instrumental Music (Band – Advanced)
- Spanish I

ALTERNATE DAY ELECTIVE OPTIONS

- Art
- Choir
- Theatre
- Family and Consumer Education (F/CE)
- Instrumental Music (Band – Advanced)
- Introduction to Business and Marketing
- Music Studio

Descriptions of each course are located on page:

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Spanish I	25

*Multi-Tiered Systems of Support (MTSS) guidelines include students who score low on a combination of Fastbridge, Forward Exam, and classroom assessments in math and/or reading. These students will be considered for math and/or reading intervention support during advisement.

ALLIED ARTS - Required

FITNESS EDUCATION

COURSE DESCRIPTION

Grade 8 Fitness curriculum will challenge students to apply fitness knowledge to their personal fitness program in order to adopt a physically active lifestyle. Students also will be exposed to their final course in human growth and development at the middle school level.

UNITS OF STUDY

- Team and Individual Fitness and Sports-Related Activities
- Applied Fitness (Fitness Components, Comprehension, and Application)
- Cooperative Activities and Team Building
- Jump Rope Skills and Dance
- Human Growth and Development (Grades 6 and 8)

LEARNING TARGETS

- Students will develop/maintain competency in a variety of movement skills in order to successfully participate in various physical activities that promote fitness.
- Students will use fitness assessments to set realistic and attainable personal fitness goals as well as vigorously and willfully work toward achieving those goals.
- Students will comprehend the lifetime benefits of physical fitness and how exercise improves physical health.
- Students will use critical thinking skills to solve challenges involving cooperative activities.
- Students will show value toward fitness education by displaying proper sportsmanship, communication, and teamwork.

DISCIPLINARY LITERACY

- Sports skills, fitness terminology, goal setting, communication, cooperation, teamwork, creativity, F.I.T.T. principle, lifetime family and social activities

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Goal Setting

ASSESSMENTS

- Fitness Tests – pushups, mile run, PACER, curl ups
- Team Fitness Activities and Fitness Testing Comprehension Written Assessments
- Benefits of Fitness/F.I.T.T. principle application written assessment
- Human Growth and Development written materials
- Goal Setting Reflection Written Assessment

TEXTBOOK/MATERIALS

- Proper athletic footwear to safely move in (no sandals, slides, boots, or crocs)
- Proper athletic/fitness clothing to comfortable move in

ALLIED ARTS - Elective

Daily

APPLIED ENGINEERING AND TECHNOLOGY

COURSE DESCRIPTION

Grade 8 Applied Engineering and Technology is designed for students who have an interest in engineering-based design and problem solving, and would like to broaden their understanding of the technological world we live in. Students will use project-based learning to develop a depth of knowledge in computer aided drafting and design; materials and materials process; electricity and electronics; gear mechanism, automation, coding and computer science and programming; structural design and engineering; and transportation engineering. Laboratory activities will include design and fabrication in wood and plastic; 3D design and modeling; robotic design, programming, and construction; video game design and programming; electronics labs; and vehicle design in transportation engineering, and structural testing.

UNITS OF STUDY

- Concepts in Technology and Engineering – Engineering Careers, 3D Modeling, Materials Engineering, Electricity
- Automation Engineering and Programming – Gear Mechanisms, Automation, Robotics, Video Game Design/Programming
- Civil/Structural Engineering – Structural Design, Residential Construction
- Transportation Engineering – Flight, Crash Safety

LEARNING TARGETS

- Students will develop an understanding of engineering process and design.
- Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.
- Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- Students will develop an understanding of and be able to select and use power, energy, and transportation technologies.
- Students will develop an understanding of and be able to select and use information and communication technologies.
- Students will develop an understanding of and be able to select and use manufacturing technologies.
- Students will apply logic and creativity involved in systems thinking in order to solve complex problems.
- Students will develop and understanding of the influences of technology on history.

DISCIPLINARY LITERACY

- Engineering, engineering design, isometric, orthographic, material processing, types of electrical circuits, gear mechanisms, automation, programming terms and methods, types of structures, flight terms

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

SUMMATIVE ASSESSMENTS

- Projects, essay project, evaluations, tests, and quizzes

TEXTBOOK/MATERIALS

- Class specific software, fabrication materials, electronics and robotics kits.

ALLIED ARTS - Elective

Daily or Alternative Day

ART

COURSE DESCRIPTION

Grade 8 Art provides a unique environment where creative problem solving, reflective thinking, and collaboration interact with math, science, history, technology, and disciplinary literacy. A Variety of artists and artistic genres will be explored as students create original work which is centered in a rigorous yet rewarding curriculum. It also serves as a foundational course for students who choose to pursue advanced placement Art in high school.

UNITS OF STUDY

- Drawing
- Painting – watercolor and acrylic
- Three Dimensional and Ceramics
- Art related vocabulary

LEARNING TARGETS

- Students will design two-dimensional works of art by analyzing various artistic styles and techniques.
- Students will create a variety of sculptures.
- Students will analyze vocabulary related to the study of art.
- Students will construct written work that proves their knowledge of visual art.

DISCIPLINARY LITERACY

- Art elements, art principles, various media and techniques, and various artists and art history

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Analysis

SUMMATIVE ASSESSMENTS

- Classroom project, sketchbook assignments, vocabulary assessments.

TEXTBOOK/MATERIALS

- H and Ebony pencils
- Sketchbook
- Glue
- Colored pencils
- Pocket folder
- Soft eraser
- Watercolors
- Spiral notebook

ALLIED ARTS - Elective

Daily or Alternative Day

CHOIR

COURSE DESCRIPTION

Grade 8 Choir is an advanced level performance class. No audition or previous experience is required. Students will be required to participate in evening performances and occasional after school rehearsals throughout the year.

UNITS OF STUDY

- A variety of musical styles and scores
- Music Notation

LEARNING TARGETS

- Students will sing a wide variety of music with accuracy and expression.
- Students will learn to use music notation and music terminology.
- Students will relate music to other school subjects, historical periods, and cultures.
- Students will evaluate their performances and the performances of others.

DISCIPLINARY LITERACY

- Unison, harmony, crescendo, decrescendo, legato, staccato, tempo, dynamics, score, system, measure, form, texture, key signature, and intonation

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

SUMMATIVE ASSESSMENTS

- Daily skills assessments, rhythm and vocal performance assessments, ability to read and interpret musical notation.

TEXTBOOK/MATERIALS

- Choral Octavos

ALLIED ARTS - Elective

Alternate Day

THEATRE

COURSE DESCRIPTION

Grade 8 Theatre will provide students with an opportunity to participate in activities designed to develop skills in the areas of storytelling, improvisation, poetry, group acting, monologues and plays.

UNITS OF STUDY

- Interpersonal and intrapersonal communication
- 5 elements of voice
- Monologues and dialogues
- Set and prop preparation
- Improvisation
- Writing quality introductions
- Characterization

LEARNING TARGETS

- Students will orally and physically communicate information to an audience.
- Students will create a scene based on a story.
- Students will use props and costumes to create an environment for drama.
- Students will use criticism constructively to revise and refine their own work.
- Students will use voice and expression in dramatic presentation.

DISCIPLINARY LITERACY

- Improvisation, staging, blocking, mimodrama, interpersonal communication, intrapersonal communication

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

SUMMATIVE ASSESSMENTS

- Oral performances in front of a live audience, written critiques of peers, written introductions, demonstrations of the effective use of the 5 elements of voice.

TEXTBOOK/MATERIALS

- Internet resources
- Selected one act plays, monologues, improvisation materials
- Wisconsin Middle Level Forensics Association rubrics and critiques

ALLIED ARTS - Elective

Alternate Day

FAMILY & CONSUMER EDUCATION

COURSE DESCRIPTION

Grade 8 Family and Consumer Education topics are basic foods, employability skills, and personal finance. Students will gain a deeper understanding of how to read recipes, measure ingredients correctly, follow step by step directions, and work cooperatively. Students, during employability skills, will practice filling out applications, create a resume, and practice interviewing skills. Students, during personal finance, will explore the importance of saving, having good credit, and balancing accounts; as well as paying bills on time and making good financial decisions.

UNITS OF STUDY

- Basic foods
- Employability skills
- Personal finance

LEARNING TARGETS

- Students will consistently demonstrate kitchen safety procedures, measurement, and sanitation techniques.
- Students will participate in activities that help them prepare for a career by writing a resume, filling out an application, and practicing interview skills.
- Students will solve practical personal financial problems.

DISCIPLINARY LITERACY

- Measurement vocabulary, safety and sanitation vocabulary, kitchen utensils
- Application, resume, interview, reference
- Check, credit, debit, down payment, gross, interest, loan, net

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Medical Literacy
- Information Literacy

SUMMATIVE ASSESSMENTS

- Safety, sanitation, utensil, and measurement quiz, cooking labs, recipe reading quizzes; resume, application, interview; unit tests, vocabulary quizzes, application test, balancing accounts, writing checks.

TEXTBOOK/MATERIALS

- None

ALLIED ARTS - Elective

Daily

FRENCH I

COURSE DESCRIPTION

Grade 8 French I focus is on building reading, writing, listening, speaking skills, and grammatical structure in the target language. Topics include school, family, pastimes, geography, and travel. Cultural topics are integrated throughout the calendar year. Successful completion of French I enables the students to take French II at the high school level.

UNITS OF STUDY

- Myself and others
- School and pastimes
- Family and home life
- Travel, culture, and geography in the French-speaking world
- Dining and shopping
- The French Speaking World

LEARNING TARGETS

- Students will acquire, interpret and apply information in written and oral format.
- Students will converse about themselves, others, and the world around them.
- Students will gain greater insight about French culture.
- Students will use present and near future tenses of regular and irregular verbs.
- Students will apply principles of correct grammar (i.e. subject/verb/adjective agreement).

DISCIPLINARY LITERACY

- Grammar and parts of speech in the target language – noun, verb, adjective, adverb, preposition and conjugation

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

SUMMATIVE ASSESSMENTS

- Unit exams, oral and written performance assessments, vocabulary quizzes, common assessments.

TEXTBOOK/MATERIALS

- Cultural resources
- Teacher made materials

ALLIED ARTS - Elective

Daily

GERMAN I

COURSE DESCRIPTION

Grade 8 German I focus is on building reading, writing, listening, speaking skills, and grammatical structure in the target language. Topics include school, family, pastimes, geography, and travel. Cultural topics are integrated throughout the calendar year. Successful completion of German I enables the students to take German II at the high school level.

UNITS OF STUDY

- Myself and others
- School and pastimes
- Family and home life
- Travel, culture, and geography in the German-speaking world
- Dining and shopping

LEARNING TARGETS

- Students will acquire, interpret and apply information in written and oral format.
- Students will converse about themselves, others, and the world around them.
- Students will gain greater insight about German culture.
- Students will use present and near future tenses of regular and irregular verbs.
- Students will apply principles of correct grammar (i.e. subject/verb/adjective agreement).

DISCIPLINARY LITERACY

- Grammar and parts of speech in the target language – noun, verb, adjective, adverb, preposition and conjugation

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

SUMMATIVE ASSESSMENTS

- Unit exams, oral and written performance assessments, vocabulary quizzes, common assessments.

TEXTBOOK/MATERIALS

- Komm Mit, Holt, Rinehart, and Winston
- Teacher made materials
- supplemental materials

ALLIED ARTS - Elective

Daily or Alternative Day

INSTRUMENTAL MUSIC Band - Advanced

COURSE DESCRIPTION

Grade 8 Instrumental Music (Band-Advanced) is the culmination of the middle school band experience. Students are exposed to a large variety of styles and genres of music. The program is two-phased consisting of like instrument group lessons and full instrumental band. Band lessons are scheduled during the school day. Students will miss portions of other classes to participate in lessons.

Students must have previous band experience, either through participation in Grade 7 band, private lessons, instruction, or permission from the instructor.

Students are required to participate in occasional after school rehearsals, three evening concerts, concerts at other Hamilton School District schools (during the school day), and the Wisconsin School Music Association District solo/Ensemble Festival.

UNITS OF STUDY

- Preparation of Veteran's Day, Holiday, Mid-Winter, and Spring Concert Music
- Note Names/Time Signatures
- Music Terminology
- Marching Basics
- WSMA Solo/Ensemble Festival

LEARNING TARGETS

- Students will develop both individual and ensemble performance skills.
- Students will play with correct posture, breath support and control in all ranges, demonstrate proper playing position, and play with correct articulation and phrasing.
- Students will play in various meters, dynamics ranges, and perform music from various genres and styles.
- Students will play and demonstrate knowledge of various key signatures, note names, and rhythms.
- Students will demonstrate knowledge of various music terminology.
- Students will evaluate their own performance and the performance of others.

DISCIPLINARY LITERACY

- Embouchure, articulation, time signature, tutti, fermata, key, signature, tie, slur, dynamics, accent, d.c. al Fine, d.s. al fine, sharp, flat, natural, tempo, syncopation, tenuto, legato, enharmonic, d.c. al coda, phrasing

21st CENTURY SKILLS

- Creativity
- Critical Thinking and Problem Solving
- Communication
- Collaboration

SUMMATIVE ASSESSMENTS

- Twice quarterly performance grades, weekly lessons, note names/time signatures assessment, terminology assessment, 3 evening concerts, participation in WSMA Solo/Ensemble Festival.

TEXTBOOK/MATERIALS

- Students will need to rent an instrument and purchase any other necessary supplies.
- Woodwinds and brass will need *Essential Elements Technique for Band*

ALLIED ARTS - Elective

Alternate Day

INTRO TO BUSINESS & MARKETING

COURSE DESCRIPTION

Grade 8 Introduction to Business and Marketing is an exploration of the ever-changing world of business and marketing. Students will discover the many fascinating elements of running a business including business types, competition, marketing, human resources, finance, basic economics, accounting, management, and leadership styles. Students will examine career opportunities in business and marketing and explore job skills needed to succeed in the business world. The course culminates with students developing and implementing their own business plan that applies basic entrepreneurship concepts and the fundamental business principles studied during the year.

UNITS OF STUDY

- Communication: business presentations, decision making, listening styles, technology roles
- Career Development: document creation, interviewing, management styles, conflict management
- Finance: personal finance, accounting, banking financial services, taxes, wealth management
- Marketing: advertising, fundamentals, marketing management, merchandising, promotion
- Entrepreneurship: business ownership, invention development, customer service, human resources

LEARNING TARGETS

- Unit 1: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.
- Unit 2: Students will create and manage a flexible and responsive individualized learning plan in which they will continue to build upon and use to reach their future personal and career goals.
- Unit 3: Students will apply the concepts and strategies needed to communicate information about products, services, images, and/or to achieve a desired outcome.
- Unit 4: Students will develop and analyze working knowledge of personal and business financial budgeting.
- Unit 5: Students will analyze the concepts and processes associated with successful entrepreneurial performance.

DISCIPLINARY LITERACY

- Unit 1: skills – analytical, personal, interpersonal, organizational, business-management.
- Unit 2: conflict, resume, cover letter, business organization, interview.
- Unit 3: 4P's, merchandising, demographic.
- Unit 4: economics, social security, investments, portfolio, stocks
- Unit 5: ergonomics, productivity, entrepreneurship, corporation, sole proprietorship, wants, needs.

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Media Literacy
- Web 2.0 Tools

SUMMATIVE ASSESSMENTS

- Simulations, written and digital projects, common assessments, and written evaluations

TEXTBOOK/MATERIALS

- Digital media resources.
- Internet.
- Teacher developed resources.

ALLIED ARTS - Elective

Daily or Alternative Day

MUSIC STUDIO

COURSE DESCRIPTION

Music Studio is an elective class that meets every other day for the entire year. Students are involved in listening, analyzing, composing and improvising music. An emphasis is placed on creating, responding to and performing music through an exploratory, hands-on, project-based approach that includes guitar, keyboards, computer composition and World Music drumming. Students will learn computer programs like Garageband and iMovie to create their own multimedia projects.

Music Studio is a class for the student who wishes to continue to learn about music in a classroom setting rather than participating in a performance group. There are no evening concert requirements and no prior experience is needed.

UNITS OF STUDY

- Guitar
- Keyboards
- World Music Drumming
- Technology-Based Music

LEARNING TARGETS

- Students will create by composing short pieces using standard notation and technology using the elements of music.
- Students will perform using expressive qualities and techniques.
- Students will respond by expressing musical ideas through verbal, movement, written, artistic or technological means.
- Students will connect the cultural and historical aspects of music with other disciplines.

DISCIPLINARY LITERACY

- Meter, Rhythm, Syncopation, Intonation, Tonality, Improvisation, Sequencing, Hemiola, Notation

SUMMATIVE ASSESSMENTS

- Demonstrations of reaching performance benchmarks
- Written assessments
- Project based assessments
- Exit Tickets to demonstrate understanding

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

TEXTBOOKS/MATERIALS

- Musical Instruments (school supplied)
- iPads / Chromebooks (school supplied)

ALLIED ARTS - Elective

Daily

SPANISH I

COURSE DESCRIPTION

Grade 8 Spanish I focuses on building reading, writing, listening, speaking skills, and grammatical structure in the target language. Topics include school, family, pastimes, geography, and travel. Cultural topics are integrated throughout the calendar year. Successful completion of Spanish I enables the students to take Spanish II at the high school level.

UNITS OF STUDY

- Myself and others
- School and pastimes
- Family and home life
- Travel, culture, and geography in the Spanish-speaking world
- Dining and shopping

LEARNING TARGETS

- Students will acquire, interpret and apply information in written and oral format.
- Students will converse about themselves, others, and the world around them.
- Students will gain greater insight about Hispanic culture.
- Students will use present and near future tenses of regular and irregular verbs.
- Students will apply principles of correct grammar (i.e. subject/verb/adjective agreement).

DISCIPLINARY LITERACY

- Grammar and parts of speech in the target language – noun, verb, adjective, adverb, preposition and conjugation

21st CENTURY SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

SUMMATIVE ASSESSMENTS

- Interpersonal communication
- Interpretive listening and reading
- Presentational writing and speaking

TEXTBOOK/MATERIALS

- Avancemos, Prentice Hall
- Cultural resources
- Teacher made materials