

# Kate Collins Middle School Program of Studies 2019-2020

KATE COLLINS MIDDLE SCHOOL  
**BADGERS**



# Table of Contents

<u>Description</u>	<u>Page(s)</u>
Letter from the Principal	3
Daily Schedule	4
Sixth Grade Courses:	(5-8)
English	5
Math	5
Science	6
Social Studies	6
Health and Physical Education	6
Exploratories	7
Band, Chorus, General Music	8
Seventh Grade Courses:	(9-12)
English	9
Math	9-10
Science	10
Social Studies	10
Health and Physical Education	11
Exploratories	12
Band and Chorus	13
Eighth Grade Courses:	(14-18)
English	14
Math	14-15
Science	16
Social Studies	17
Health and Physical Education	17
Electives	18
Spanish	19
Band and Chorus	20
Talented and Gifted/High Ability Opportunities	21
High School Credit	21
Advanced English Guidelines	22

# *Kate Collins Middle School*

*1625 Ivy Street  
Waynesboro, Virginia 22980*

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*Mr. Joshua D Herndon  
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Dear Student/Parent/Guardian:

I am pleased to present the 2019-2020 Program of Studies for Kate Collins Middle School. It is important that we communicate the academic choices available to our students so that you may help your child make informed decisions. The choices made at the middle school level impact those that can be made once a student enters high school. These choices likewise affect opportunities that come after high school graduation.

Although students are required to take particular classes at each grade level, there are many additional options that lend themselves toward a particular educational or vocational path. For example, students who enter our advanced level courses of English, Mathematics, and World Languages will receive a more rigorous academic program with specific expectations for performance. Choices in technology, computers, and family and consumer sciences also allow our students to explore many types of careers and may lead to successful post-graduation opportunities.

The most important reason for reading and understanding this Program of Studies is for us to continue our partnership with you and your child. If you have questions about courses and options for your child, please do not hesitate to contact us.

Thank you for being a part of the Kate Collins Middle School family.

Sincerely,

*Joshua D Herndon*

Joshua D Herndon  
Principal

## Information on the Daily Schedule

Kate Collins Middle School runs on a 4 period day schedule including an elective block. Students take English, math, science, and social studies courses daily for the entire year.

Our schedule allows for 66 minutes per core class and 80 minutes per elective block. Electives will operate on a Purple/Gold day. Students begin each day with a 20 minute Advisory period. Students have approximately 25 minutes for lunch.

Below is the daily schedule:

<i>Start</i>	<i>End</i>	<i>Grade 6</i>	<i>Start</i>	<i>End</i>	<i>Grade 7</i>	<i>Start</i>	<i>End</i>	<i>Grade 8</i>
8:20	8:40	HR/Advisory	8:20	8:40	HR/Advisory	8:20	8:40	HR/Advisory
8:43	9:49	1 <sup>st</sup> Period	8:43	9:49	1 <sup>st</sup> Period	8:44	10:04	Elective
9:52	10:58	2 <sup>nd</sup> Period	9:52	10:58	2 <sup>nd</sup> Period	10:07	11:13	1 <sup>st</sup> Period
11:02	11:27	Lunch	11:02	12:22	Elective	11:16	11:49	2 <sup>nd</sup> Period A
11:31	12:37	3 <sup>rd</sup> Period	12:26	12:51	Lunch	11:53	12:18	Lunch
12:40	1:46	4 <sup>th</sup> Period	12:55	2:01	3 <sup>rd</sup> Period	12:22	12:55	2 <sup>nd</sup> Period B
1:50	3:10	Elective	2:04	3:10	4 <sup>th</sup> Period	12:58	2:03	3 <sup>rd</sup> Period
						2:06	3:10	4 <sup>th</sup> Period

### Key:

Period Class .....English, Math, Science, World Languages or Social Studies

Elective .....Exploratory/Elective and/or Health and Physical Education

HR/Advisory .....Homeroom/Advisory

Visit the Virginia Department of Education website at <http://www.doe.virginia.gov/> for details on individual courses.

## Sixth Grade

### English 6

**Course Description:** In English 6, the student will present personal opinions, understand differing viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. The student will begin the study of word origins and continue vocabulary development. The student will independently read a variety of both fiction and nonfiction. The student will deepen their reading comprehension skills by applying critical reading and reasoning skills to reading across the content areas. The student will also plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In addition, reading and writing will be used as tools for learning academic concepts, and available technology will be used as appropriate.

**Prerequisites:** None

**Standards of Learning Addressed:** Oral Language (6.1, 6.2); Reading (6.3, 6.4, 6.5); Writing (6.6, 6.7)

**SOL End of Course Test:** Yes

### Advanced English 6

**Course Description:** Advanced English 6 is a yearlong course that uses an American Studies approach which links the middle school social studies curricula with the English program. In addressing SOLs in English, the course places particular emphasis on higher order thinking, on vocabulary development, and on reading, writing, and speaking skills. Students wrestle with a variety of topics and controversial subjects in ways which develop their problem-solving and reasoning abilities and help them appreciate multiple points of view on difficult issues. Students are expected to demonstrate willingness to tackle complex and challenging assignments; expectations for quantity and quality of work are high.

**Prerequisites:** Eligibility is determined by the Placement Committee recommendation. Factors that will be used (but not limited to) include; 5<sup>th</sup> grade English grades, 5<sup>th</sup> grade English SOL score, and teacher recommendations. Additional important information about Advanced English eligibility and expectations is on pages 20.

**Standards of Learning Addressed:** Oral Language (6.1, 6.2); Reading (6.3, 6.4, 6.5); Writing (6.6, 6.7)

**SOL End of Course Test:** Yes

### Math 6

**Course Descriptions:** The Math 6 mathematics program is designed for all students as a transition from elementary to middle school mathematics. Students who consistently demonstrate conceptual and procedural knowledge of Math 6 may be recommended to enter our accelerated math course in grade 7.

**Prerequisites:** None

**Standards of Learning Addressed:** Number and Number Sense (6.1, 6.2a\*b\*, 6.3a-c, 6.4) Computation and Estimation (6.5a\*bc, 6.6a\* bc\*) Measurement and Geometry (6.7a-c, 6.8a-b, 6.9) Probability, Statistics (6.10a-c, 6.11a-b) Patterns, Functions, and Algebra (6.12a-d, 6.13, 6.14a-b)

**SOL End of Course Test:** Yes

### Advanced Math 6

**Course Description:** This Advanced Math 6 course is designed for sixth grade students who demonstrate excellence in elementary mathematics and in some areas of middle school mathematics. The focus will be on deeper mathematical understanding and reasoning through application. The course will be built around real world application of the mathematics skills and students will tackle real world problems and scenarios. The advanced math 6 course will focus on the 5 C's of mathematics and our process goals. Students who successfully complete Advanced Math 6 in grade six are typically recommended to enter Pre-Algebra in grade 7.

**Prerequisites:** Eligibility will be determined by the Placement Committee recommendation. Factors include, but are not limited to, 5<sup>th</sup> grade math grades, 5<sup>th</sup> grade math SOL score, placement test score, and teacher recommendations.

**Standards of Learning Addressed:** Number and Number Sense (6.1, 6.2a\*b\*, 6.3a-c, 6.4, 7.1de, 7.2) Computation and Estimation (6.5a\*bc, 6.6a\* bc\*, 7.3) Measurement and Geometry (6.7a-c, 6.8a-b, 6.9, 7.4a-b) Probability, Statistics (6.10a c, 6.11a-b, 7.9a-c) Patterns, Functions, and Algebra (6.12a-d, 6.13, 6.14a-b, 7.12, 7.13 )

**SOL End of Course Test:** Yes

## Science 6

**Course Description:** This course will continue to focus on student growth in understanding the nature of science using observation, experimentation, models, evidence, and systematic processes. Methods are studied for testing the validity of predictions and conclusions. Scientific methodology, particularly in stating hypotheses and defining dependent and independent variables, is covered. The concept of change is explored through the study of transformations of energy and matter. The standards present an integrated focus on the role of the sun's energy in the Earth's systems, on water in the environment, on air and atmosphere, and on basic chemistry concepts. A more detailed understanding of the solar system and space exploration is a unit of instruction. Natural resource management, its relation to public policy, and cost/benefit tradeoffs in conservation policies are introduced.

**Prerequisites:** None

**Standards of Learning Addressed:** Scientific Investigation, Reasoning, & Logic (6.1); Force, Motion, & Energy (6.2, 6.3); Matter (6.4, 6.6); Living Systems (6.7); Interrelationships in Earth/Space Systems (6.8); Resources (6.9)

**SOL End of Course Test:** No

## Social Studies: United States History: 1865 to the Present

**Course Description:** This course is the completion of a two-year study of American history that began in sixth grade. Students will continue to use skills of historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after civil war will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape. The study of history will emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

**Prerequisites:** None

**Standards of Learning Addressed:** Skills (USII .1); Geography (USII .2); Reconstruction: 1865-1877 (USII .3); Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s (USII.4); Turmoil and Change: 1890s to 1945 (USII .5 – USII .7); The United States since World War II (USII .8 – USII .9)

**SOL End of Course Test:** No

## Health 6

**Course Description:** Students in grade six develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information. Other units include: Family Life and Nutrition.

**Prerequisites:** None

**Standards of Learning Addressed:** Knowledge/Skills (6.1-6.5); Information Access/Use (6.6); Community Health/Wellness (6.7)

**SOL End of Course Test:** No

## Physical Education 6

**Course Description:** Students assess their health-related fitness status and set goals for development, maintenance, and improvement. Students learn to solve problems and make responsible decisions as they work together. They exhibit a physically active lifestyle at school and outside the school environment. Students in grade six will combine fundamental skills into more complex movement forms in modified game, dance, and recreational activities. Students will participate in cooperative and competitive small-group games, with emphasis being on developing skills and tactical understanding.

**Prerequisites:** None

***Students are required to purchase a uniform for PE for 2019-***

***2020.***

**Standards of Learning Addressed:** Skilled Movement (6.1); Movement Principles & Concepts (6.2); Personal Fitness (6.3); Responsible Behaviors (6.4); Physically Active Lifestyle (6.5)

**SOL End of Course Test:** No

## 6<sup>th</sup> Grade Exploratories

Sixth grade students can choose four of the six elective courses offered at KCMS. After course selection, students will rotate through these specially designed classes taking one per nine weeks of the year. These courses will provide students an introduction to courses that they may choose as electives in 7th and 8th grade. There is no Standards of Learning (SOL) End of Course test for these elective courses. However, students do have an end of course test to assess the learning for the course and counts toward their grade. *\*Students who participate in Band 6 will not be able to participate in the 6<sup>th</sup> Grade Exploratory Wheel.*

### Introductory Art 6

**Course Description:** The standards for grade six emphasize exploration of studio processes. Using the elements of art and principles of design, students will investigate a variety of ideas for creating art. Students will explore both two-dimensional and three-dimensional art media in this 9 week course.

**Prerequisites:** None

**Standards of Learning Addressed:** SOL 6.1 – 6.24

### Introductory Family and Consumer Science 6

**Course Description:** The Family and Consumer Science 6 program is a nine-week introductory course that is designed to help the students improve their quality of life by preparing them to meet their present and future responsibilities as family members, consumers, home managers, and wage earners.

The goal of the curriculum is to introduce sixth grade students to a curriculum that will develop skills that lead to effective decision-making, problem solving, and management in all areas of daily living.

**Prerequisites:** None

**CTE Competencies:** 8242 – 9 weeks; please visit: [www.cteresource.org/apg/](http://www.cteresource.org/apg/) for more details

### Career Exploration and Computer Literacy 6

**Course Description:** Introductory Computers 6 is a nine-week course that serves as the foundation for all future computer classes. Students will learn home-row positioning on the computer keyboard. While technique is primary, development of speed and accuracy is integral to the course. Students are introduced to input and output devices, Internet use and safety, copyright laws, and basic formatting of documents using word processing. Basic file management and appropriate selection of software applications will be addressed. As part of this course, students will also learn about the sixteen career clusters and participate in career exploration activities.

**Prerequisites:** None

**CTE Competencies:** 6150 – 9 weeks; please visit: [www.cteresource.org/apg/](http://www.cteresource.org/apg/) for more details

### Exploring Technology 6

**Course Description:** Exploring Technology is a fun, hands on, 9-week STEM and career exploratory course for 6th graders that introduces the basics of technology to include communications, manufacturing, agriculture, and transportation. This course follows the engineering design process to problem solve and think critically, creatively, and collaboratively.

**Prerequisites:** None

**CTE Competencies:** 6609 – 9 weeks; please visit: [www.cteresource.org/apg/](http://www.cteresource.org/apg/) for more details

### Introductory World Languages 6

**Course Description:** This nine-week course introduces the four languages offered at Kate Collins: Latin, Spanish, French and American Sign Language (based upon staffing availability). This course provides students with a sample of world languages so that they will be able to make a more educated decision about which world languages they wish to pursue. Time will be spent studying each language and culture.

**Prerequisites:** None

*\*Students who choose Band 6 will not be able to participate in the Exploratory Wheel, but can still participate in chorus.*

## **6<sup>th</sup> Grade Beginning Band**

**Course Description:** 6<sup>th</sup> Grade Beginning Band is a yearlong course in which students will begin instruction on a band instrument of their choice. Students will demonstrate proper care of the instrument and will be familiar with the technology of the instrument. They will demonstrate basic positions, tone production, and fingerings, and will count, read, and perform the beginning level of music being studied (VBODA Solo Repertoire, Level 1-2). Students will demonstrate knowledge in the following four areas: performance and production, cultural context and music theory, judgment and criticism, and aesthetics. Participation in concerts is mandatory. All students must own or rent their own instruments.

**Prerequisites:** None

**Standards of Learning Addressed:** SOL IB.1 – IB.25

## **6<sup>th</sup> Grade General Music**

**Course Description:** General Music 6 is a non-performance elective class. Students will explore the building blocks of music, including how sound is produced and basic music notation. Students will also investigate a variety of genres, historical periods and styles of music, as well as music from other cultures. We will develop middle school, beginning-level vocal techniques through unison and two-part singing, as well as skills in pitched and unpitched instruments. Students will use critical thinking skills as they explore and evaluate the aesthetics of music. Other skills incorporated into class instruction include: listening and communication; teamwork and collaboration; self-discipline; and community and global-awareness.

**Prerequisites:** None

**Standards of Learning Addressed:** GM6.1-10

## **6<sup>th</sup> Grade Chorus**

**Course Description:** Chorus will be offered as a full year elective for Signature Singers and other interested students. Sixth grade students will also have the option of taking chorus as a semester, or full year option. The difference between the different levels of chorus in this course is the number of performances. Students who are in Signature singers will participate in five performances. Students interested in the full year chorus option will participate in 3 performances. Students enrolled in the semester version of chorus will participate in 1 performance, either a Christmas concert or a Spring concert (depending on the semester enrolled).

**Prerequisites:** None

**Standards of Learning Addressed:** GM6.1-10



# Seventh Grade

## English 7

**Course Description:** The seventh-grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will read a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. The student will continue to refine written composition skills. Written explanations will utilize informational writing skills. The student will continue vocabulary development through a study of figurative language and continuing study of roots and affixes. Knowledge of the impact of media on public opinion will be introduced. The student will increase proficiency in the use of print and electronic information resources and will learn ways to give credit to reference sources. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

**Prerequisites:** None

**Standards of Learning Addressed:** Oral Language (7.1, 7.2, 7.3); Reading (7.4, 7.5, 7.6, 7.7); Writing (7.8, 7.9)

**SOL End of Course Test:** Yes

## Advanced English 7

**Course Description:** Advanced English 7 is a yearlong course that incorporates language arts skills into a collection of thematic units. In addressing SOLs in English, the course places particular emphasis on higher order thinking, on vocabulary development, and on reading, writing, and speaking skills. Students work through a variety of topics and controversial subjects in ways which develop their problem-solving and reasoning abilities and help them appreciate multiple points of view on difficult issues. Students are expected to demonstrate willingness to tackle complex and challenging assignments; expectations for quantity and quality of work are high.

**Prerequisites:** Eligibility is determined by the Placement Committee recommendation. Factors include, but are not limited to, 6<sup>th</sup> grade English grades, 6<sup>th</sup> grade English SOL score, and teacher recommendations. Important information about Advanced English eligibility and expectations is on pages 18.

**Standards of Learning Addressed:** Oral Language (7.1, 7.2, 7.3); Reading (7.4, 7.5, 7.6, 7.7); Writing (7.8, 7.9)

**SOL End of Course Test:** Yes

## Math 7

**Course Description:** The seventh-grade standards place emphasis on solving problems involving consumer applications, using proportional reasoning, and gaining proficiency in computations with integers. The students will gain an understanding of the properties of real numbers, solve one-step linear equations and inequalities, and use data analysis techniques to make inferences, conjectures, and predictions. Two- and three-dimensional representations, graphing transformations in the coordinate plane, and probability will be extended. Students will identify real-life applications of the

mathematical principles they are learning and apply these to science and other disciplines they are studying. The development of problem-solving skills is a major goal of the Kate Collins mathematics program.

**Prerequisites:** Math 6 successfully completed.

**Standards of Learning Addressed:** Number, Number Sense, Computation, and Estimation (7.1a-b, 7.2, 7.3) Measurement and Geometry (7.4a-b, 7.5, 7.6a-b, 7.7) Probability, Statistics (7.8a-b, 7.9a-c)

Patterns, Functions, and Algebra (7.10a-e, 7.11, 7.12, 7.13)

**SOL End of Course Test:** Yes

## Pre-Algebra

**Course Description:** Pre-Algebra contains content that reviews or extends concepts and skills learned in previous grades and new content that prepares students for more abstract concepts in algebra and geometry. Students will gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems. New concepts include, solving

multistep equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two dimensional drawings, and applying transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean theorem and represent relations and functions, using tables, graphs, and rules.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies.

Students will also identify real-life applications of mathematical principles that can be applied to science and other disciplines.

**Prerequisites:** Eligibility will be determined by the Placement Committee recommendation. Factors that will be used (but

not limited to) include; 6<sup>th</sup> grade Math grades, 6<sup>th</sup> grade Math SOL score, benchmark test scores and teacher recommendations.

**Standards of Learning Addressed:** Number, Number Sense, Computation, and Estimation (8.1, 8.2, 8.3a-b, 8.4) Measurement and Geometry (8.5, 8.6a-b, 8.7a-b, 8.8, 8.9a-b, 8.10) Probability, Statistics (8.11a-b, 8.12a-c, 8.13a-c) Patterns, Functions, and Algebra (8.14a-b, 8.15a-b, 8.16a-e, 8.17, 8.18)

**SOL End of Course Test:** Yes

## Algebra I

**Course Description:** This Algebra I course is designed for seventh grade students who demonstrate excellence in middle school mathematics. Students who successfully complete Algebra I during seventh grade receive 1 unit of high school credit

and are typically recommended to enter Geometry in grade eight.

**Prerequisites:** Eligibility will be determined by the Placement Committee recommendation. Factors include, but are not limited to, 6<sup>th</sup> grade pre-algebra grades, 6<sup>th</sup> grade pre-algebra SOL score, and teacher recommendations. Important information about earning high school credit can be found on page 18.

**Standards of Learning Addressed:** Expressions & Operations (A.1, A.2, A.3); Equations & Inequalities (A.4, A.5, A.6); Functions (A.7, A.8); Statistics (A.9, A.10, A.11)

**End of Course SOL Test:** Yes

**High School Credit:** 1 Unit

## Science: Life Science

**Course Description:** The Life Science standards emphasize a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence.

**Prerequisites:** None

**Standards of Learning Addressed:** Scientific method (LS.1); Cell structures & processes (LS.2-3); Classification (LS.4); Photosynthesis (LS .5); Ecosystems (LS.6); Population & community (LS.7-8); Organisms' adaptations (LS.9); Life changes (LS.10 & LS.13); Ecosystems & human activity relationships (LS.11); Genetics & Heredity (LS.12).

**SOL End of Course Test:** No

## Social Studies: United States History: 1865 to the Present

**Course Description:** This course is the completion of a two-year study of American history that began in sixth grade. Students will continue to use skills of historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after civil war will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape. The study of history will emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

**Prerequisites:** None

**Standards of Learning Addressed:** Skills (USII .1); Geography (USII .2); Reconstruction: 1865-1877 (USII .3); Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s (USII.4); Turmoil and Change: 1890s to 1945 (USII .5 – USII .7); The United States since World War II (USII .8 – USII .9)

**SOL End of Course Test:** No

## Health 7

**Course Description:** Students, in grade seven, generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy

lifestyle, interpret health information, and promote good health. Other units include: Family Life and Nutrition.

**Prerequisites:** None

**Standards of Learning Addressed:** SOL 7.1 – 7.5

**SOL End of Course Test:** No

## Physical Education 7

**Course Description:** In grade seven, students continue to develop competence in modified versions of games/sports, dance, and recreational activities. They vary movement during dynamic and changing game situations. Recreational pursuits become an additional curriculum option, broadening lifetime physical activity options. The ability to analyze skill performance through observing and understanding critical elements (isolated, small parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of movement and personal fitness. Students relate the importance of physical activity to health, focusing particularly on obesity and stress. Students continue to develop responsible personal social behaviors by demonstration decision-making and maintain personal fitness standards and set reasonable and appropriate goals for improvement to maintenance of health-related fitness. *Students are required to purchase a uniform for PE in 2019-2020.*

**Prerequisites:** None

**Standards of Learning Addressed:** Skilled Movement (7.1); Movement Principles and Concepts (7.2); Personal Fitness (7.3); Responsible Behaviors (7.4); Physically Active Lifestyles (7.5)

**SOL End of Course Test:** No

## 7th Grade Exploratories

Seventh grade students choose two of the six semester-long elective courses offered at KCMS. These courses will provide students a more in-depth understanding of the material that they began in sixth grade and will help narrow the focus for their elective choice for 8th grade. There is no Standards of Learning (SOL) End of Course test for these elective courses. However, students do have an end of course test to assess the learning for the course and counts toward their grade. *\*Students who participate in Band 7 will not be able to participate in any other 7<sup>th</sup> Grade Exploratories.*

## Art 7

**Course Description:** Art 7 is a one-semester course in which students continue to emphasize exploration, analysis, and investigation of the creative process while building on their understanding of the elements of art and the principles of design. Students begin to explore the meaning and value of works of art by viewing famous art works and artists. Creative thinking and problem solving skills are taught throughout the course.

**Prerequisites:** None

**Standards of Learning Addressed:** SOL 7.1 – 7.30

## Family and Consumer Science 7

**Course Description:** The Family and Consumer Science 7 program is a one-semester course in which students will study the growth and development of the young child, how to care for a young child and learn babysitting techniques. They will also learn the roles and responsibilities of family members and the importance of the family unit. In the Textiles unit, students will study the importance of textiles in their lives, as well as, select and construct a sewing project. Through projects students demonstrate mastered skills and knowledge.

**Prerequisites:** None

**CTE Competencies:** 8244 – 18 weeks; please visit: [www.cteresource.org/apg/](http://www.cteresource.org/apg/) for more details

## Computers 7: Computer Solutions

**Course Description:** Computer Solutions is a one-semester course in which students use the computer as a problem-solving tool to complete a variety of projects. Students participate in team-building activities that include both academic and business competencies. Basic touch keyboarding instruction and reinforcement is provided early in the course. Students receive an introduction to word processing, spreadsheets, database, graphics, and telecommunication applications in this course.

**Prerequisites:** Introductory Keyboarding 6 recommended

**CTE Competencies:** 6609 – 18 weeks; please visit: [www.cteresource.org/apg/](http://www.cteresource.org/apg/) for more details

## Discovering Technology 7

**Course Description:** Discovering Technology (7th Grade) is a fun hands on 18-week STEM and career exploratory course for 7th graders that follows the engineering design process to problem solve and think critically, creatively, and collaboratively. Students use tools and machines to solve their innovation problem while learning about manufacturing, agriculture, power and energy, transportation, and communication technologies.

**CTE Competencies:** 6610 – 18 weeks; please visit: [www.cteresource.org/apg/](http://www.cteresource.org/apg/) for more details

## Introduction to World Language 7

**Course Description:** This one-semester course provides students with a more comprehensive introduction to the world languages offered at Kate Collins. Students spend time studying each of the following four languages: (Spanish, French, Latin, and American Sign Language, based upon staffing availability.) Vocabulary study in each of the languages is related to the English language in order that students improve understanding of their own language and grammar. Cultural study promotes an awareness of cultural diversity, as well as an increased awareness and appreciation of the students' own culture. This course helps students to make an informed decision about which language to choose for a specialized study of world language in the eighth grade.

**Prerequisites:** None

**Standards of Learning Addressed:** N/A

## Functional Life Skills 7

**Course Description:** This course is designed for students who need opportunities relevant to real world experiences. Topics will include: organizational skills, functional academics for the "real world" with emphasis on reading and math, utilizing everyday home management skills, responsible use of money to include counting money/calculating change, and, how to design and manage a budget. Additional topics may include, but will not be limited to: basic horticulture/plant care, leisure skills/activities, and, service to the community. Foundational to all units will be emphasis on personal responsibility, empathy and compassion for self and others, personal pride and appearance as it relates to all environments, such as home, school, and community. Communication and social skills will be embedded in all activities.

**Prerequisites:** Eligibility is determined by a placement committee recommendation based upon teacher input.

## 7<sup>th</sup> Grade Beginning Band

**Course Description:** 7<sup>th</sup> Grade Beginning Band is a one-year course in which students will begin instruction on a band instrument of their choice. Students will demonstrate proper care of the instrument and will be familiar with the technology of the instrument. They will demonstrate basic positions, tone production, and fingerings, and will count, read, and perform the beginning level of music being studied (VBODA Solo Repertoire, Level 1-2). Students will demonstrate knowledge in the following four areas: performance and production, cultural context and music theory, judgment and criticism, and aesthetics. Participation in concerts is mandatory. **All students must own or rent their own instruments.**

**Prerequisites:** None

**Standards of Learning Addressed:** SOL IB.1 – IB.25

## 7<sup>th</sup> Grade Intermediate Band

**Course Description:** 7<sup>th</sup> Grade Intermediate Band is a one-year course open to students who have had at least one year of playing experience on their chosen band instrument and are capable of playing Virginia rated grade I+ to II music. This is a performance-based class. All the SOL requirements for this age group will be incorporated into the curriculum. Students, new to our school system, may be required to take a playing test to determine if they should be in the advanced band or the beginning band. All members of the 7<sup>th</sup> Grade Intermediate Band are eligible to tryout for the Valley Honor Band and District V All District Band. This band will give a minimum of three public performances. Participation in concerts is mandatory. **All students must own or rent their own instruments.**

**Prerequisites:** Successful completion of sixth grade band.

**Standards of Learning Addressed:** SOL IB.1 – IB.25

## Chorus 7

**Course Description:** Chorus 7 is a one-year performance-oriented class. The seventh grade curriculum focuses primarily on improving vocal technique including range, diction, projection, intonation, and posture. Students will work on two- and three-part singing (soprano, alto, and tenor), depending on class size, student abilities and voice maturation. Students may elect to take seventh grade chorus for the full year or one semester. A minimum of two concerts will be presented during the year, one each semester. Participation in concerts is mandatory for the semester(s).

**Prerequisites:** None

**Standards of Learning Addressed:** SOL CB.1 – CB.14

## **Eighth Grade English 8**

**Course Description:** An overarching goal in English 8 is to foster and cultivate a life-long love of reading and writing to prepare them for future educational endeavors or pursuits. Students will plan, draft, revise, and finalize writing through a variety of mini lessons incorporated through Writers Workshop. Particular attention is given to planning, drafting, and revising in order to improve the piece. The student will apply reading and writing skills in all subjects, as well as respond critically to literature. The student will study vocabulary by reading a variety of self-selected literature through Readers Workshop.

**Prerequisites:** None

**Standards of Learning Addressed:** Oral Language (8.1, 8.2, 8.3); Reading (8.4, 8.5, 8.6); Writing (8.7, 8.8)

**SOL End of Course Test:** Yes

## **Advanced English 8**

**Course Description:** The Advanced English 8 program is designed to challenge the most capable students within the area of language arts. English 8 SOLs are addressed and built upon in a variety of written assignments and units enriched by interdisciplinary instruction. The students will study a variety of topics and literary forms that require them to think critically, draw conclusions, and make applications. These topics may include, but are not limited to: current event issues eras of change in the twentieth century, and figures that have made significant contributions to society. This writing-intensive course includes persuasive and expository forms. Products may include: completing an annotated research project, interviewing related to research topics, multi-media projects, group research and presentations, and creation of original and collaborative pieces of narrative writing.

**Prerequisites:** Eligibility is determined by the Placement Committee recommendation. Factors include, but are not limited to: 7<sup>th</sup> grade English grades, 7<sup>th</sup> grade English and math SOL scores, and teacher recommendations. Additional information about Advanced English 8 is on page 18.

**Standards of Learning Addressed:** Oral Language (8.1, 8.2, 8.3); Reading (8.4, 8.5, 8.6); Writing (8.7, 8.8)

**SOL End of Course Test:** Yes

## **Pre-Algebra**

**Course Description:** Pre-Algebra contains content that reviews or extends concepts and skills learned in previous grades and new content that prepares students for more abstract concepts in algebra and geometry. Students will gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems. New concepts include, solving multistep equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two-dimensional drawings, and applying transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean theorem and represent relations and functions, using tables, graphs, and rules.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies. Students will also identify real-life applications of mathematical principles that can be applied to science and other disciplines. The course provides a more solid foundation in Algebra 1 for those students not ready for Algebra 1 in 8th grade.

**Prerequisites:** Successful completion of Math 7

**Standards of Learning Addressed:** Number, Number Sense, Computation, and Estimation (8.1, 8.2, 8.3a-b, 8.4) Measurement and Geometry (8.5, 8.6a-b, 8.7a-b, 8.8, 8.9a-b, 8.10) Probability, Statistics (8.11a-b, 8.12a-c, 8.13a-c) Patterns, Functions, and Algebra (8.14a-b, 8.15a-b, 8.16a-e, 8.17, 8.18)

**SOL End of Course Test:** Yes

## Algebra I

**Course Description:** Algebra I is a one-year course offered only to those students who have successfully completed Pre-Algebra. Students will make connections and build relationships between algebra and arithmetic, geometry, and probability and statistics. Connections will also be made to other subject areas through practical applications that will help students attach meaning to the abstract concepts of algebra. Students will use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze functions. Appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of functions. They provide a powerful tool for solving and verifying solutions to equations and inequalities.

**Prerequisites:** Successful completion of Pre-Algebra. Important information about earning high school credit is on page 18.

**Standards of Learning Addressed:** Expressions & Operations(A.1-A.3); Equations & Inequalities(A.4-A.6); Functions(A.7, A.8); Statistics(A.9-A.11)

**End of Course SOL Test:** Yes

**High School Credit:** 1 Unit

## Geometry

**Course Description:** This course is an accelerated program designed for students who have demonstrated mastery of the Standards of Learning for Algebra I. The course includes, among other things, properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. Methods of justification will include paragraph proofs, two-column proofs, indirect proofs, coordinate proofs, and verbal arguments. This set of standards includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques including algebraic skills should be used to implement these standards. Calculators, computers, graphing utilities (graphing calculators or computer graphing simulators), dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning.

**Prerequisites:** Successful completion of Algebra I. Important information about earning high school credit is on page 18.

**Standards of Learning Addressed:** Reasoning, Lines & Transformations (G.1-G.4); Triangles (G.5-G.8); Polygons & Circles (G.9-G.12); 3-D Figures (G.13-G.14)

**End of Course SOL Test:** Yes

**High School Credit:** 1 Unit

## **Science: Physical Science**

**Course Description:** The Physical Science standards continue to build on skills of systematic investigation with a clear focus on variables and repeated trials. Validating conclusions using evidence and data becomes increasingly important at this level. Students will plan and conduct research involving both classroom experimentation and literature reviews from written and electronic resources. Research methods and skills highlight practical problems and questions. Students will share their work, using written reports and other presentations.

The Physical Science standards stress an in-depth understanding of the nature and structure of matter and the characteristics of energy. The standards place considerable emphasis on the technological application of physical science principles and focuses on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking, are subject to rules of evidence, are consistent with observational, inferential, and experimental evidence, are open to rational critique, and are subject to refinement and change with the addition of new scientific evidence.

**Prerequisites:** None

**Standards of Learning Addressed:** PS.1-PS.11

**SOL End of Course Test:** Yes



## **Social Studies: Civics and Economics**

**Course Description:** This course examines the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the constitutions of Virginia and the United States, identify the rights, duties, and responsibilities of citizens, and describe the structure and operation of government at the local, state, and national levels. Students will investigate the process by which decisions are made in the American market economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, that facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society. Civic education will emphasize the intellectual and practical skills required for responsible citizenship. Students will practice these skills both inside and outside the classroom as they extend their understanding of the essential knowledge defined by the standards for Civics and Economics.

**Prerequisites:** None

**Standards of Learning Addressed:** Civics (CE .1 – CE .10); Economics (CE .11 – CE .14)

**SOL End of Course Test:** Yes

## **Health 8**

**Course Description:** Students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information. Other units include: Family Life and Nutrition.

**Prerequisites:** None

**Standards of Learning Addressed:** SOL 8.1 - 8.5

**SOL End of Course Test:** No

## **Physical Education 8**

**Course Description:** Students demonstrate competence in skillful movement in modified, dynamic game situations and in a variety of recreational activities. They transition from modified versions of movement forms to more complex application during activities - game/sport, dance, and recreational pursuits. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in a selected game/sport, dance, or recreational pursuit and have a repertoire of abilities across a variety of game/sport, dance, and recreational pursuits and begin to develop competence in specialized versions of lifetime game/sport activities. *Students are required to purchase a uniform for PE for 2019-2020.*

**Prerequisites:** None

**Standards of Learning Addressed:** SOL 8.1-8.5

**SOL End of Course Test:** No

## 8<sup>th</sup> Grade Electives

Eighth grade students choose one, yearlong elective course out of the following: Art, Resource Management, Computer Applications, Applying Technology, Photojournalism, Work Place Skills, Band, and Chorus. There is no Standards of Learning (SOL) End of Course test for these electives courses. However, students do have an end of course test to assess the learning for the course and counts toward their grade. Eighth grade students, who wish to take foreign language and chorus or band, will need to take PE as an independent study. The independent study will be coordinated by a PE teacher and will require regular submission of physical activity and health assignments. Only students who wish to take foreign language and chorus or band are eligible for PE as an independent study. Band, chorus and foreign language programs require continuous, linear participation and enrollment to ensure success for individuals and programs. Further, enrollment demand in all other elective areas at KCMS exceed class size capacity so this flexibility is not feasible for electives other than band, chorus, and foreign language.

The following electives at KCMS are available for high school credit:

Computer Applications*	Spanish I
Applying Technology*	Resource Management*

\*Career and Technical Education courses offered for high school credit will satisfy the first year of a two-year sequence required for graduation. In order to earn high school credit as an eighth grader, students may choose to supplement the classroom instruction with approximately 20 additional hours of project-based learning. The schedules and requirements for these projects vary among the three courses. Details will be provided as part of the course syllabus; questions should be directed to the course instructors.

### Art 8

**Course Description:** Art 8 is a choice-based elective that allows the student to make conscious choices of media, processes and techniques for creation of original works of art. Art is developed from preliminary ideas and sketches. Students make connections between their prior art experiences and other fields of knowledge. Art 8 is a yearlong elective class. Creative thinking and problem solving are taught throughout the course.

**Prerequisites:** Art 7 is strongly recommended

**Standards of Learning Addressed:** SOL 8.1 – 8.22

### Family and Consumer Science 8: Resource Management

**Course Description:** Family and Consumer Science 8 is a yearlong course that will help students learn how to balance their family and work roles. The six basic units covered are Individual Development, Parenting, Resource Management, Clothing Development, Nutrition and Wellness, and Housing Options.

**Prerequisites:** Family and Consumer Science 7 strongly recommended. Important information about earning high school credit is on page 18.

**CTE Competencies:** 8219 – 36 weeks; please visit: [www.cteresource.org/apg/](http://www.cteresource.org/apg/) for more details

### Computers 8: Computer Applications

**Course Description:** Computer Applications is a one-year course in which students develop or review correct keyboarding techniques. This is a basic communication course with emphasis on mastering basic computer operations and using word processing applications to produce different types of business documents. Students will develop skills in using spreadsheets, databases, graphics, and telecommunication applications. Students will have the opportunity to incorporate digital images, use digital cameras, and produce presentations using Microsoft Office.

**Prerequisites:** Keyboarding 7: Computer Solutions strongly recommended. Important information about earning high school credit is on page 18.

**CTE Competencies:** 6611 – 36 weeks; please visit: [www.cteresource.org/apg/](http://www.cteresource.org/apg/) for more details

### Applying Technology 8

**Course Description:** Applying Technology (Exploring Computer Science) (8th Grade) is a fun hands on course that provides a basic foundation for computer programming and uses the Engineering Design Process to creatively solve problems. Students will learn about the history and components of computers and the basics of programming using Code.org and Scratch. Students will then utilize your programming skills to work with external devices such as the Finches and Boe Bots.

**Prerequisites:** Introductory Technology recommended. Important information about earning high school credit is on page 18.

**CTE Competencies:** 6670 – 36 weeks; please visit: [www.cteresource.org/apg/](http://www.cteresource.org/apg/) for more details

## Photojournalism I

**Course Description:** Photojournalism will cover the concepts of journalism including reporting, writing, interviewing, photography, and photo editing. Students will advertise, write, design, promote, sell, and edit the school yearbook under the direction and supervision of the instructor. Attendance is mandatory since deadlines are top priority. Students will be expected to occasionally work after school to cover school events and meet deadlines.

**Prerequisite:** Written consent from Instructor

**Standards of Learning Addressed:** Oral Language (8.1, 8.3); Reading (8.5, 8.6); Writing (8.7, 8.8)

## Work Place Skills 8

**Course Description:** Workplace skills are critical for success in the workplace. Students transitioning into the workforce are often unprepared. This course will teach students these critical components, or “soft skills”, in order to become more effective and competent employees. Such skills include, but are not limited to, 21<sup>st</sup> Century Technology Skills, Teamwork, Critical thinking, Problem solving, Professionalism, Work ethic, Collaboration, Positive attitudes and Independence. The basic foundation of this class will be structured and designed for 8<sup>th</sup> grade students, including students with disabilities, in assisting and preparing them with work place skills.

**Prerequisites:** Eligibility is determined by a placement committee recommendation based upon teacher input.

## Spanish I

**Course Description:** Spanish I is a semester long course in which listening, comprehension, speaking, reading and writing are emphasized. Structure and vocabulary are orally presented and mastered through use of dialogues, conversational situations, and drill. Games, pictures, and songs are used. Reading begins with the materials already learned orally. Writing consists primarily of writing exercises involving manipulation of structure, taking dictation, and rewriting very simple dialogues and paragraphs.

**Prerequisites:** Eligibility is determined by the Placement Committee recommendation. Factors that will be used include, but are not limited to: 7<sup>th</sup> grade English grades, 7<sup>th</sup> grade English and math SOL scores, and teacher recommendations.

Eligible students must have all A's and B's on their 7<sup>th</sup> grade final report card. Important information about earning high school credit is on page 18.

**Mid-term and Final Exam:** Yes

**High School Credit:** 1 Unit

## 8<sup>th</sup> Grade Beginning Band

**Course Description:** 8<sup>th</sup> Grade Beginning Band is a yearlong course in which students will begin instruction on a band instrument of their choice. Students will demonstrate proper care of the instrument and will be familiar with the technology of the instrument. They will demonstrate basic positions, tone production, and fingerings, and will count, read, and perform the beginning level of music being studied (VBODA Solo Repertoire, Level 1-2). Students will demonstrate knowledge in the following four areas: performance and production, cultural context and music theory, judgment and criticism, and aesthetics. Participation in concerts is mandatory. **All students must own or rent their own instruments.**

**Prerequisites:** None

**Standards of Learning Addressed:** SOL IB.1 – IB.25

**SOL End of Course Test:** No

## 8<sup>th</sup> Grade Advanced Band

**Course Description:** 8<sup>th</sup> Grade Advanced Band is open to students who have had a minimum of one year playing experience on their chosen instrument and who are capable of playing Virginia rated grade II music. This is a performance-based class, and all SOL requirements for this age group will be incorporated into the curriculum. Students, new to our school division, may be required to take a playing test with the director before being assigned to this group. Developing basic musicianship skills continues to be a priority at the eighth grade level. Students will begin to use more articulations, perform scales and music in more difficult key signatures, demonstrate vibrato, and perform music at an intermediate level of difficulty (VBODA Solo Repertoire, Level 2-4). Ensemble skills will become more developed as students participate in band settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods. All members of the 8<sup>th</sup> Grade Advanced Band are eligible to tryout for the Valley Honor Band and District V All-District Band. This band will give a minimum of three public performances. Participation in concerts is mandatory. **All students must own or rent their own instruments.**

**Prerequisites:** Successful completion of 7<sup>th</sup> grade advanced band or 7<sup>th</sup> grade beginning band.

**Standards of Learning Addressed:** SOL IB.1 – IB.25

**SOL End of Course Test:** No

## Chorus 8

**Course Description:** Chorus 8 is designed for students who have achieved competency in beginning vocal/choral skills. Emphasis is placed on the continuing development of vocal production techniques and ensemble participation including three- and four-part singing. The standards require performance, creativity, and investigation at a level of increased ability, as well as an understanding and application of traditional music notation. Opportunities are continued for students to explore the relationship between music and the other fine arts and between music and disciplines outside of the arts. Chorus 8 is primarily a performance-oriented class. The purpose of this group is to work on improving vocal technique including range, diction, intonation, projection, and posture. The students will work on four-part music (soprano, alto, tenor, and bass.) The members of Chorus 8 will present two concerts (winter and spring). The concerts are open to the public and are always well attended.

**Prerequisites:** At least one semester of seventh grade chorus and/or participation in band in seventh grade. Students who do not fall into one of these categories will be considered upon completion of placement testing.

**Standards of Learning Addressed:** SOL CB.1 – CB.14

**SOL End of Course Test:** No

## **Opportunities for Talented and Gifted and High Ability Students**

The needs of talented and gifted students are addressed in a variety of ways. In the areas of math and English, students may be placed in accelerated or enriched classes, which allow them to progress more rapidly through the required courses and to be challenged intellectually as they do so. Eighth graders may take certain elective classes for high school credit (see below). Additional opportunities for advanced students may be provided through curricular-related activities, clubs, academic competitions and advanced opportunities in the core subject classrooms. In all academic subjects, teachers work to create stimulating lessons and to differentiate instruction through individualized projects and other assignments. In order to be successful in the accelerated and/or honors classes, students must have motivation, commitment, and maturity for taking on advanced work.

**TAG/High Ability English Offerings:** Advanced English 6, Advanced English 7, Advanced English 8

**TAG/High Ability Math Offerings:** Advanced Math 6, Math 7, Pre-Algebra (Math 8), Algebra I, and Geometry.

**TAG/High Ability Elective Offerings (high school credit):** Family and Consumer Science 8: Resource Management, Keyboarding 8: Computer Applications, Technology 8: Foundations, and Spanish I.

**TAG Enrichment:** Provided individually through either advanced course offerings or through differentiated instruction within an inclusive classroom model.

## **High School Credit for Middle School Courses**

Certain high school-level courses are offered for credit at the middle school level. These credits and grades transfer onto the students' high school transcripts. Parents/guardians may elect to have any high school credit taken at middle school level omitted from their child's transcript. This request must be made in writing prior to the beginning of the ninth grade year.

## Kate Collins Middle School Advanced English

The Advanced English classroom is designed to provide challenging experiences. Advanced students are expected to demonstrate rich, divergent thinking during inquiry-based discussion and reflect this in their work.

Students who are not flourishing in this environment will be assigned to a more appropriate setting.

In order to be selected for Advanced English, a student must have:

- academic teacher recommendation(s)
- passing scores for all SOL tests
- passing grades from the previous year (A - B in English, nothing below a C in other areas)
- an attendance record that positively impacts academic success

### GOALS AND EXPECTATIONS FOR ADVANCED ENGLISH STUDENTS:

	Grade 6	Grade 7	Grade 8
Working as a Team	<ul style="list-style-type: none"> <li>◆ Students will carry out their teacher-assigned roles in a group. Their work will be judged both by the teacher and their teammates based on a rubric designed to measure such things as teamwork, academic skills and content knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students will select the roles within their cooperative groups. Their work will be judged both by the teacher and their teammates based on a rubric designed to measure such things as teamwork, academic skills, and content knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students will be given a task as a cooperative group. They will organize themselves to complete and evaluate the task. Their work will be judged based on criteria established in a rubric.</li> </ul>
Goal-Setting/ Creative, student-driven	<ul style="list-style-type: none"> <li>◆ Students will develop goals with teacher-led and teacher monitored activities.</li> <li>◆ Within clearly defined structures, students will be guided to exercise choices for content, process, product and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students will develop goals with support and monitoring of the teacher.</li> <li>◆ Students will accept increased responsibility in choosing a plan for content, process, product and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students will develop and monitor goals independently.</li> <li>◆ Given teacher expectations, students will clearly articulate steps and rationale for their choices in execution of content, process, product and assessment.</li> </ul>
Critical reflection and problem-solving	<ul style="list-style-type: none"> <li>◆ Students will accept mistakes as part of the learning process.</li> <li>◆ Students will be able to attack problems and entertain alternative solutions.</li> <li>◆ Students will develop increasing facility with using self- and peer-evaluation and with gracefully offering and accepting constructive criticism.</li> <li>◆ Students will demonstrate an ability to be independent thinkers and show confidence in their own sometimes-controversial ideas.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students will accept mistakes as part of the learning process.</li> <li>◆ Students will be able to attack problems and entertain alternative solutions.</li> <li>◆ Students will develop increasing facility with using self- and peer-evaluation and with gracefully offering and accepting constructive criticism.</li> <li>◆ Students will demonstrate an ability to be independent thinkers and show confidence in their own, sometimes-controversial ideas.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students will accept mistakes as part of the learning process.</li> <li>◆ Students will be able to attack problems and entertain alternative solutions.</li> <li>◆ Students will develop increasing facility with using self- and peer-evaluation and with gracefully offering and accepting constructive criticism.</li> <li>◆ Students will demonstrate an ability to be independent thinkers and show confidence in their own sometimes-controversial ideas.</li> </ul>
Fulfilling High Expectations in work ethic and quality of work.	<ul style="list-style-type: none"> <li>◆ Students demonstrate mastery of 5th grade Standards of Learning.</li> <li>◆ Students demonstrate their investment in academic success.</li> <li>◆ Able to work independently both in and outside of class.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students demonstrate mastery of 6th grade Standards of Learning.</li> <li>◆ Students demonstrate their investment in academic success.</li> <li>◆ Able to work independently both in and outside of class.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students demonstrate mastery of 7th grade Standards of Learning.</li> <li>◆ Students demonstrate their investment in academic success.</li> <li>◆ Able to work independently both in and outside of class.</li> </ul>