

JW EATER JUNIOR HIGH SCHOOL

HOME OF THE BULLDOGS

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2020-2021

CURRICULUM GUIDE



JW EATER JHS

*During the 2020-2021 School Year, the Curriculum Guide is not fully accurate due to the blended education platform related to COVID-19 restrictions. This Curriculum Guide is intended for a typical school year, and teachers will modify the full scope and sequence of courses based on the learning environment and how it evolves this school year.

Advisory - Grades 6, 7, and 8	
Course Title:	Eater 101
Course Length:	Year-long (Course meets for 40 minutes every day for the full year.)
Course Goal:	Students will develop appropriate, grade-level social-emotional learning skills.
Units of Study	<ul style="list-style-type: none"> ● Mindsets and Goals ● Values and Relationships ● Thoughts, Emotions, and Decisions ● Serious Peer Conflicts
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Second Step www.secondstep.org ● The Morning Meeting Book https://www.responsiveclassroom.org/product/morning-meeting-book/ ● 80 Morning Meeting Ideas https://www.responsiveclassroom.org/product/80-morning-meeting-ideas-for-grades-3-6/ ● Other teacher created materials and assessments

Art-Grade 6	
Course Title:	Sixth Grade Art
Course Length:	One Quarter (Course meets for 40 minutes every-other day for one semester)
Course Goal:	Students will become more creative and ambitious with a proficient understanding of contemporary and classical 2D and 3D art and media.
Units of Study	Sixth graders are introduced to the visual arts through this course. This class focuses on basic drawing skills and is an introduction to both two-dimensional and three-dimensional materials. Students will learn about the elements of art necessary to create and appreciate fine works of art. Units of study include drawing, painting, collage, and sculpture.
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Materials: Water based paints, water based printmaking materials, various drawing and art paper media. ● Other teacher created materials and assessments

Art-Grade 7	
Course Title:	Seventh Grade Art
Course Length:	One Semester (Course meets for 80 minutes every-other day for one semester)
Course Goal:	Students will learn about and apply the elements of Art, with color and value being the focal point. Projects include, shape collage, value drawing, pointillism, color theory, watercolor painting, and tessellations. Art movements, artists, and art history are also explored.
Units of Study	Units of study may vary but typically include drawing, mobiles, tessellations, fiber coiled basket, collage, portrait bust, watercolor painting, and architecture.
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Materials: Colored pencils, markers, drawing pencils, various art paper products, and water based paints. ● Other teacher created materials and assessments

Art-Grade 8	
Course Title:	Eighth Grade Art
Course Length:	One Semester (Course meets for 80 minutes every-other day for one semester)
Course Goal:	Students will have the opportunity to create both two-dimensional and three-dimensional works of art. Projects include self-portraits, still life drawing, figure drawing, painting, printmaking, optical illusions, and a figure sculpture.
Units of Study	Units of study may vary but typically include still-life drawing, paper sculpture, computer art, life drawing, wire armature sculpture, printmaking, assemblage, pop art sculpture, and op art.
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Materials: Various drawing media, water based paints and a variety of papers, cardboard, wire, papier-mâché paste, wire, and water based paints. ● Other teacher created materials and assessments

Band-Grade 6	
Course Title:	Blue or Gold Cadet Band
NOTE: This course requires participation in performance and rehearsal activities outside of school hours.	
Course Length:	One Year (Course meets for 40 minutes every-other day for one one year)
Course Goal:	Students will become familiar with performance on a band instrument. They will apply previously learned knowledge and new knowledge to become proficient band players.
Units of Study	<ul style="list-style-type: none"> ● 1st Semester <ul style="list-style-type: none"> ○ Music Theory - Clefs, Identification of note names on the staff, time signatures ○ Rhythm - Pulse, time and foot tap, Eastman Counting System, Eighth notes, quarter notes, half notes and whole notes and corresponding rests ○ Playing Fundamentals - Instrument assembly and care, playing position and posture, tone production, breathing, articulation. ○ Music Reading and Performance - Teacher generated exercises, use of method book, Winter Concert ● 2nd Semester <ul style="list-style-type: none"> ○ Music Theory - Dynamics, musical Styles and articulation markings, ledger lines ○ Rhythm - continued reinforcement of material covered in Fall, Introduction of new time signatures, dotted quarter notes, sixteenth notes, dotted eighth/sixteenth note combinations and corresponding rests. ○ Playing Fundamentals - Major Scales, playing from memory, extension of range ○ Music Reading and Performance - Teacher-generated exercised and etudes, use of method book, band tour of grade schools and Pops Concert.
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Accent on Achievement - Book 1 by John O'Reilly and Mark Williams ● Beginning band repertoire as selected by the instructor

Band-Grade 6	
Course Title:	Dog Pound Jazz Band
Course Length:	One Semester (Course meets for 40 minutes every-other day during the second semester). Students must be enrolled in Blue & Gold Cadet Band
Course Goal:	Beginning Jazz Band concepts.
Units of Study	<ul style="list-style-type: none"> ● Quarter 3 and 4 <ul style="list-style-type: none"> ○ Blues Scales and Blues Form ○ Beginning improvisation ○ Standard Improvisation format
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Beginning Jazz repertoire as selected by the instructor ● Fingering Charts and Scale sheets

Band-Grades 7 and 8	
Course Title:	Eater Concert Band
NOTE: This course requires participation in performance and rehearsal activities outside of school hours.	
Course Length:	One Year (Course meets for 80 minutes every-other day for one one year and at least weekly during E101)
Course Goal:	Students will be able continue to develop skills on their band instrument.
Units of Study	<ul style="list-style-type: none"> ● 1st Semester <ul style="list-style-type: none"> ○ Rhythm - Cut Time, Compound Meter ○ Playing Fundamentals - Breathing, tone production, articulation, musical styles, technical development ○ Sight-reading development - Teacher-generated exercises and etudes, reading of band works ○ Music Reading and Performance - Fall Concert, Veteran's Day Concerts, Pep Band ● 2nd Semester <ul style="list-style-type: none"> ○ Rhythm - Cut Time, Compound Meter ○ Playing Fundamentals - Breathing, tone production, articulation, musical styles, technical development, chromatic scale, enharmonics ○ Sight-reading development - Teacher-generated exercises and etudes, reading of band works ○ Music Reading and Performance - Medley preparation, Pre Contest Concert, IGSMO Organization Concert, Pops Concert
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Intermediate band repertoire as selected by the instructor

Band-Grade 7 and 8	
Course Title:	Bulldog Jazz Band
NOTE: This course requires participation in performance and rehearsal activities outside of school hours. Students may participate in this course only after audition and acceptance by the instructor.	
Course Length:	One Year (Course meets for 40 minutes every-other day for one one year and at least weekly during E101)
Course Goal:	<ul style="list-style-type: none"> ● Students will develop advanced playing skills on their instrument by playing diverse styles of music.
Units of Study	<ul style="list-style-type: none"> ● 1st Semester <ul style="list-style-type: none"> ○ Jazz Ensemble Style knowledge - Swing, Rock - Advanced articulation knowledge ○ Playing Fundamentals - Breathing, tone production, articulation, technical development ○ Sight-reading development - Teacher-generated exercises and etudes, reading of band works ○ Music Reading and Performance - Fall Concert, possible community invitations ● 2nd Semester <ul style="list-style-type: none"> ○ Jazz Ensemble Style Knowledge - Swing/Rock/Latin - Advanced Articulation knowledge ○ Playing Fundamentals - Breathing, tone production, technical development, chromatic scale, enharmonics ○ Sight-reading development - Teacher-generated exercises and etudes, reading of band works ○ Music Reading and Performance - NAAPID Event, Pre Contest Concert, IGSMO Organization Concert, Pops Concert
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Beginning Jazz Band repertoire and scales as selected by instructor

English as Second Language (ESL)-Grades 6, 7, & 8	
Course Title:	English as a Second Language (ESL)
Course Length:	One Year (Course meets for 80 minutes every-other day for one one year)
Course Goal:	Students will increase their English language proficiency in the four domains of listening, speaking, reading, and writing. Students will practice their English skills and will work on strengthening these skills to help them be successful in all classes.
Units of Study	<p>Students will participate in the following units that include activities in the 4 domains (listening, speaking, reading, and writing):</p> <ul style="list-style-type: none"> ● All About Me ● Hispanic Heritage ● The Writing Process ● Argument essay writing ● National Bullying ● ACCESS review ● Holidays Around the World ● Goal Setting ● Research Writing ● Creative Writing ● Hero Writing Project ● Research-based presentation
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Other teacher created materials and assessments

Math - Grade 6	
Course Title:	6th Grade Math
Course Length:	One Year (Course meets for 80 minutes every day for one one year)
Course Goal:	Students will become proficient in 6th Grade Math content
Units of Study	<ul style="list-style-type: none"> ● Ratios and Proportional Relationships ● The Number System ● Expressions and Equations ● Geometry ● Statistics and Probability
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Ready Math (https://www.curriculumassociates.com/Products/Ready/Mathematics) ● I-Ready Math (https://www.curriculumassociates.com/Products/i-Ready)

Math - Grade 7	
Course Title:	7th Grade Math
Course Length:	One Year (Course meets for 80 minutes every day for one one year)
Course Goal:	Students will become proficient in 6th Grade Math content
Units of Study	<ul style="list-style-type: none"> ● The Number System ● Ratio and Proportional Relationships ● Expressions and Equations ● Geometry ● Statistics and Probability
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Ready Math (https://www.curriculumassociates.com/Products/Ready/Mathematics) ● I-Ready Math (https://www.curriculumassociates.com/Products/i-Ready)

Math - Grade 7	
Course Title:	Pre-Algebra
Course Length:	One Year (Course meets for 80 minutes every day for one one year)
Course Goal:	Students will become proficient in Pre-Algebra content
Units of Study	<ul style="list-style-type: none"> ● The Number System ● Ratios and Proportional Relationships ● Expressions, Equations, and Inequalities ● Geometry ● Statistics ● Probability ● Real Numbers, Expressions, and Scientific Notation ● Linear Relationships and Equations ● Transformational Geometry ● Measurement Geometry
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Go Math Pre Algebra (https://www.hmhco.com/programs/go-math)

Math - Grade 8	
Course Title:	8th Grade Math
Course Length:	One Year (Course meets for 80 minutes every day for one one year)
Course Goal:	Students will become proficient in 8th Grade Math content
Units of Study	<ul style="list-style-type: none"> ● Integers ● Rational Numbers ● Pythagorean Theorem ● 2D and 3D Geometry ● Proportion/Congruence ● Linear Functions ● Analyzing Linear Equations ● Systems of Linear Equations
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Ready Math (https://www.curriculumassociates.com/Products/Ready/Mathematics) ● I-Ready Math (https://www.curriculumassociates.com/Products/i-Ready)

Math - Grade 8	
Course Title:	Algebra I
Course Length:	One Year (Course meets for 80 minutes every day for one one year)
Course Goal:	Students will become proficient in Algebra content
Units of Study	<ul style="list-style-type: none"> ● Numbers and Expressions ● Equations and Functions ● Linear Relationships ● Exponential Relationships ● Statistics and Data ● Polynomial Expressions and Equations ● Functions and Modeling
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Go Math Algebra (https://www.hmhco.com/programs/go-math)

Music-Grade 6	
Course Title:	General Music
Course Length:	One Quarter (Course meets for 40 minutes every-other day for one semester)
Course Goal:	<ul style="list-style-type: none"> ● Students will define and explore what music is and how it fits into our lives.
Units of Study	<ul style="list-style-type: none"> ● Elements: Rhythm, Melody, Harmony, Form, Timbre, Style ● Research project on an artist or style/genre of music ● Listening and Appreciation Skills ● Music creation
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Repertoire as selected by the instructor ● Other teacher created materials and assessments

Music-Grade 7 and 8	
Course Title:	General Music Grade 7 and 8
Course Length:	One Semester (Course meets for 80 minutes every-other day for one semester)
Course Goal:	Students will define and explore what music is and how it fits into our lives by developing a thorough understanding of musical genres, styles, music theory.
Units of Study	<ul style="list-style-type: none"> ● Elements: Rhythm, Melody, Harmony, Form, Timbre, Style ● Research project on an artist or style/genre of music ● Listening and Appreciation Skills ● How to read music ● Intro to Keyboarding ● Understanding rhythm ● Making Music Individually ● Making Music Collaboratively
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Repertoire as selected by the instructor ● Other teacher created materials and assessments

Music-Grade 7 and 8	
Course Title:	Choir / General Music Grade 7 and 8
NOTE: This course requires participation in performance and rehearsal activities outside of school hours.	
Course Length:	One Year (Course meets for 80 minutes every-other day for one year)
Course Goal:	Students will be able to rehearse and perform level appropriate music at public concerts define and explore what music is and how it fits into our lives by developing a thorough understanding of musical genres, styles, music theory.
Units of Study	<ul style="list-style-type: none"> ● Elements: Rhythm, Melody, Harmony, Form, Timbre, Style ● Research project on an artist or style/genre of music ● Listening and Appreciation Skills ● Basic Music Literacy ● Healthy Vocal Production ● Rehearsal Skills ● Performance Skills
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Repertoire as selected by the instructor ● Other teacher created materials and assessments

PE/Health-Grade 6	
Course Title:	Physical Education and Health
Course Length:	One Year (Course meets for 80 minutes every-other day for one year)
Course Goal:	Students will become competent in motor skills and engage in physical and health related activity while maintaining a health enhancing level of physical fitness, promoting sportsmanship, understanding how to prevent and treat common illness and injury, understanding basic body systems and functions, and promoting health and well-being for the best quality of life.
Units/Topics of Study	Physical Education: Perceived Exertion; Heart Rate; FITT Principle; Fitnessgram; Skill Related Components of Fitness; Health Related Components of Fitness; Goal Setting; Sportsmanship; Leadership/Safety Health: Health and Wellness; Mental and Emotional Wellness; Healthy Relationships; Nutrition; Physical Activity; Personal Health; Body Systems; Growth and Development; Alcohol and Other Drugs; Disease Prevention; Safety and the Environment; Sexual Assault/Harassment; Suicide/Depression
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> • <i>Glencoe Teen Health, Course 1</i>

PE/Health-Grade 7	
Course Title:	Physical Education and Health
Course Length:	One Year (Course meets for 80 minutes every-other day for one year)
Course Goal:	Students will become competent in motor skills and engage in physical and health related activity while maintaining a health enhancing level of physical fitness, promoting sportsmanship, understanding how to prevent and treat common illness and injury, understanding basic body systems and functions, and promoting health and well-being for the best quality of life.
Units/Topics of Study	Physical Education: Perceived Exertion; Heart Rate; FITT Principle; Fitnessgram; Skill Related Components of Fitness; Health Related Components of Fitness; Goal Setting; Sportsmanship; Leadership/Safety Health: Health and Wellness; Mental and Emotional Wellness; Healthy Relationships; Nutrition; Physical Activity; Personal Health; Body Systems; Growth and Development; Alcohol and Other Drugs; Disease Prevention; Safety and the Environment; Sexual Assault/Harassment; Suicide/Depression
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> • <i>Glencoe Teen Health, Course 2</i>

PE/Health-Grade 8	
Course Title:	Physical Education and Health
Course Length:	One Year (Course meets for 80 minutes every-other day for one year)
Course Goal:	Students will become competent in motor skills and engage in physical and health related activity while maintaining a health enhancing level of physical fitness, promoting sportsmanship, understanding how to prevent and treat common illness and injury, understanding basic body systems and functions, and promoting health and well-being for the best quality of life.
Units/Topics of Study	<p>Physical Education: Perceived Exertion; Heart Rate; FITT Principle; Fitnessgram; Skill Related Components of Fitness; Health Related Components of Fitness; Goal Setting; Sportsmanship; Leadership/Safety</p> <p>Health: Understanding Health; Skills for a healthy life; Mental and emotional health; Relationships: The teen years; Promoting Social Health; Conflict Resolution ; Violence Prevention; Physical Activity and Fitness; Nutrition and Health; Your Body Image; Alcohol and Tobacco; Drugs; Personal Care/Consumer Choices; Your Body Systems; Growth and Development; Communicable Diseases; Noncommunicable Diseases; Safety and Emergencies; Environmental Health; Suicide/Depression; Sexual Assault</p>
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● <i>Glencoe Teen Health, Course 3</i>

Physical Education-Grade 7 and 8	
Course Title:	Fitness PE
Course Length:	Semester or Year-long
Course Goal:	Introduces training principles and utilizes behavior logs which allow students to research how personal habits affect health, performance and appearance. Students apply knowledge of the Five Components of Fitness and training principles to design a fitness plan based on individual goals.
Units of Study	<ul style="list-style-type: none"> ● FITT Principle ● Goal Setting ● Sportsmanship ● Leadership and Safety ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Fitness Log Book

Reading Language Arts - Grade 6	
Course Title:	Reading Language Arts
Course Length:	One Year (Course meets for 80 minutes every day for one one year)
Course Goal:	<ul style="list-style-type: none"> ● Creating lifelong readers, writers, and analytical thinkers. ● Ensuring all students increase reading levels to make proficient progress toward grade level reading expectations per Common Core State Standards ● Ensure all students increase writing skills to make proficient progress toward grade level reading expectations per Common Core State Standards
Units of Study	<p>Reading</p> <ul style="list-style-type: none"> ● A Deep Study of Character ● Social Issues Book Club ● Tapping the Power of Nonfiction <p>Writing</p> <ul style="list-style-type: none"> ● Narrative Writing ● Argumentative Writing ● Informative Writing (Research - Self selected topic)
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Lucy Calkins and Colleagues Units of Study for Reading and Writing http://www.unitsofstudy.com/middleschoolwriting/ ; http://www.unitsofstudy.com/middleschoolreading/ ● The Next Steps Forward in Guided Reading by Jan Richardson http://www.janrichardsonguidedreading.com/ ● Words Their Way Spelling Inventory by Pearson https://mypearsontraining.com/assets/files/documents/TG_WTW_Assessment.pdf ● FastBridge Learning http://www.fastbridge.org/ ● Heinemann Library https://www.heinemann.com/collection/uos-clib ● NoRedInk https://www.noredink.com/ ● Other teacher created materials and assessments

Reading Language Arts-Grade 7	
Course Title:	Reading Language Arts
Course Length:	One Year (Course meets for 80 minutes every day for one one year)
Course Goal:	<ul style="list-style-type: none"> ● Create lifelong readers, writers, and analytical thinkers. ● Increase student reading levels to make proficient progress toward grade level reading expectations. ● Increase student writing levels to make proficient progress toward grade level writing expectations.
Units of Study:	<p>Reading:</p> <ul style="list-style-type: none"> ● Deep Study of Character (Oct) ● Essential Research Skills for Teens OR Tapping the Power of Nonfiction (Dec) ● Investigating Characterization: Author Study (Feb) ● How to Eat a Poem: Analyzing Craft and Structure (Mar) ● Historical Fiction Book Clubs (Apr) <p>Writing:</p> <ul style="list-style-type: none"> ● Writing Realistic Fiction (Sept) ● Writing About Reading (Nov) ● Art of Argument Writing (Jan) ● Poetry: Immersion and Innovation (Mar) ● Historical Fiction: Weaving Together Fact and Fiction (May)
Textbook(s) and/or Supplementary Material(s):	<p>General Resources</p> <ul style="list-style-type: none"> ● Lucy Calkins and Colleagues Units of Study for Reading and Writing <ul style="list-style-type: none"> ○ A Guide to the Writing Workshop ○ A Guide to the Reading Workshop <ul style="list-style-type: none"> ■ http://www.unitsofstudy.com/middleschoolwriting/ ; ■ http://www.unitsofstudy.com/middleschoolreading/ ■ http://www.heinemann.com ● Jennifer Serravallo <ul style="list-style-type: none"> ○ The Reading Strategies ○ The Writing Strategies <p>My Online Resources</p> <ul style="list-style-type: none"> ● Notice and Note Strategies for Close Reading ● Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies <p>Intervention</p> <ul style="list-style-type: none"> ● The Next Steps in Guided Reading, Jan Richardson ● Words Their Way Spelling Inventory <p>Computer Programs</p> <ul style="list-style-type: none"> ● SpellingCity.com ● Lexia.com ● Google Classroom ● GrammarFlip.com

Reading Language Arts-Grade 8	
Course Title:	Reading Language Arts
Course Length:	One Year (Course meets for 80 minutes every day for one one year)
Course Goal:	<ul style="list-style-type: none"> ● Ensure all students increase reading levels to make proficient progress toward grade level reading expectations. ● Ensure all students increase writing skills to make proficient progress toward grade level writing expectations. ● Create lifelong readers, writers, and analytical thinkers
Units of Study	<p>Reading</p> <ul style="list-style-type: none"> ● Literary Nonfiction ● Dystopian Book Clubs ● Poetry <p>Writing</p> <ul style="list-style-type: none"> ● Investigative Journalism ● The Literary Essay: Analyzing Craft & Theme ● Position Papers: Research & Argument ● Expressive Writing (Slam Poetry, Creative Writing, etc.)
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Lucy Calkins and Colleagues Units of Study for Reading and Writing http://www.unitsofstudy.com/middleschoolwriting/ ; http://www.unitsofstudy.com/middleschoolreading/ ● The Next Steps Forward in Guided Reading by Jan Richardson http://www.janrichardsonguidedreading.com/ ● FastBridge Learning http://www.fastbridge.org/ ● Heinemann Library https://www.heinemann.com/collection/uos-clib ● Notice and Note: Strategies for Close Reading by Kyleene Beers and Bob Probst https://www.heinemann.com/products/e04693.aspx ● NoRedInk https://www.noredink.com/ ● Other teacher created materials and assessments

Reading Language Arts-Bulldog Academy-Grades 6-8	
Course Title:	Reading Language Arts
Course Length:	One Year
Course Goal:	<p>Create lifelong readers, writers, and analytical thinkers.</p> <p>Increase student reading levels to make proficient progress toward grade level reading expectations.</p> <p>Increase student writing levels to make proficient progress toward grade level writing expectations.</p>

<p>Units of Study:</p>	<p>Reading:</p> <ul style="list-style-type: none"> ● Deep Study of Character (approx. 6 weeks) <ul style="list-style-type: none"> ○ Students will grow as readers of narrative texts by learning to: <ul style="list-style-type: none"> ■ Consider the ways writers reveal complex character traits ■ Investigate how setting can shape characters ■ and analyze how characters are vehicles for themes. ● Fantasy Book Clubs <ul style="list-style-type: none"> ○ Students will interpret Fantasy Fiction and analyze the content. <ul style="list-style-type: none"> ■ Orient students to the fantasy genre and complex narratives ■ Explore the complexity of fantasy characters ■ Use vocabulary strategies for unfamiliar words ■ Weighing, evaluating and ranking evidence ● Historical Fiction Book Clubs (approx. 6 weeks) <ul style="list-style-type: none"> ○ Students will learn the reading skills necessary to: <ul style="list-style-type: none"> ■ Orient themselves to a historical setting and to complex narratives ■ See that the heart of historical fiction is often the clash between the protagonist’s own value and those of the time period ■ Explore minor characters, analyze their differing perspectives to get a more nuanced understanding of the story’s time period ■ Read nonfiction in tandem with historical fiction to understand conflicts and setting ■ and do quick, meaningful, on-the-run research that complements their novels and allows them to see deeply into the story. ● Social Issues Book Clubs (approx. 6 weeks) <ul style="list-style-type: none"> ○ Students will develop a solid set of nonfiction/fiction reading skills including: <ul style="list-style-type: none"> ■ Analyze how power, perspective and conflict affect characters ■ Recognize systemic issues surrounding such qualities as a character’s gender, class, race, or age ■ And deepen the connections they make to literature <p>Writing:</p> <ul style="list-style-type: none"> ● Writing Realistic Fiction (approx. 6 weeks) <ul style="list-style-type: none"> ○ Students will write engaging short fiction by creating action-filled plots and believable characters and by crafting nuanced, memorable scenes. ● Art of Argument Writing (approx. 6 weeks) <ul style="list-style-type: none"> ○ Students learn to write essays that build convincing, nuanced arguments, balancing evidence and analysis to persuade readers to shift their beliefs or take action. ● Writing About Reading (approx. 6 weeks) <ul style="list-style-type: none"> ○ Students intensify their engagement with reading by writing innovative, reflective companion books that explain, develop, and extend ideas about books they love.
<p>Textbook(s) and/or Supplementary Material(s):</p>	<p>General Resources</p> <ul style="list-style-type: none"> ● Lucy Calkins and Colleagues Units of Study for Reading and Writing <ul style="list-style-type: none"> ○ A Guide to the Writing Workshop ○ A Guide to the Reading Workshop <ul style="list-style-type: none"> ■ http://www.unitsofstudy.com/middleschoolwriting/ ; ■ http://www.unitsofstudy.com/middleschoolreading/ ■ http://www.heinemann.com ○ Reading Strategies, Jennifer Serravallo ○ Writing Strategies, Jennifer Serravallo <p>My Online Resources</p> <ul style="list-style-type: none"> ● Notice and Note Strategies for Close Reading ● Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies <p>Intervention</p> <ul style="list-style-type: none"> ● The Next Steps in Guided Reading, Jan Richardson ● Words Their Way Spelling Inventory <p>Computer Programs</p>

	<ul style="list-style-type: none"> ● SpellingCity.com ● Lexia.com ● Google Classroom ● Grammarflip.com ● edgenuity
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Reading Skills – 6 th , 7 th , and 8 th	
Course Title:	Reading Skills
Course Length:	Course meets for 80 minutes every-other day as long as needed (based on reading assessment scores)
Course Goal:	Students will work with reading specialist in order to increase overall reading achievement in regard to specific reading deficits based on assessment data.
Units of Study	<p>Depending on individual student need, students will work on:</p> <ul style="list-style-type: none"> ● Reading comprehension ● Vocabulary acquisition ● Word recognition, fluency, and automaticity ● Spelling ● Responding to literature and finding books that interest the student
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Serravallo, J. (2015). <i>The reading strategies book</i>. Portsmouth, NH: Heinemann. ● Allington, R. L. (2015). <i>What really matters for middle school readers: From research to practice</i>. Pearson. ● Beers, Kylee (2003). <i>When kids can't read: What teachers can do</i>. Portsmouth, NH. Heinemann. ● Leslie, L. & Schudt-Caldwell, J. (2013). <i>Intervention strategies to follow informal reading inventory assessment</i>. Pearson. <p>Assessment:</p> <ul style="list-style-type: none"> · Leslie, L. & Schudt-Caldwell, J. (2017). <i>Qualitative Reading Inventory-6</i>. Pearson. · Richardson, J. & Walther, M. (2013). <i>Next steps in guided reading assessment</i>. New York, NY. Scholastic.

Science - Grade 6	
Course Title:	Earth and Space
Course Length:	One Year (Course meets for 80 minutes every-other day for one year)
Course Goal:	Students will become critical and scientific thinkers prepared for high school laboratory science courses and high school level scientific reading and argumentative writing.

Units of Study	<ul style="list-style-type: none"> ● Introduction to Engineering and Science ● Systems of Matter and Energy ● Natural Resources ● Earth in Our Solar Systems ● Space ● Plate Tectonics ● Earth's Changing Surface ● Earth's Water ● The Atmosphere ● Exploring Earth's History ● Human Activity and Earth
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● HMH Science Dimensions https://www.hmhco.com/programs/hmh-science-dimensions ● Defined STEM https://www.definedstem.com/ ● Discovery Ed. https://app.discoveryeducation.com/

Science-Grade 7	
Course Title:	Life Science
Course Length:	One Year (Course meets for 80 minutes every-other day for one year)
Course Goal:	Students will become critical and scientific thinkers prepared for high school laboratory science courses and high school level scientific reading and argumentative writing.
Units of Study	<ul style="list-style-type: none"> ● Introduction to Engineering and Science ● Practices of Engineering ● Cells ● Organisms as Systems ● Reproduction, Heredity & Growth ● Matter and Energy in Living Systems ● Relationships in Ecosystems ● Ecosystem Dynamics
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● HMH Science Dimensions https://www.hmhco.com/programs/hmh-science-dimensions ● Defined STEM https://www.definedstem.com/ ● Discovery Ed. https://app.discoveryeducation.com/

Science-Grade 8	
Course Title:	Physical Science
Course Length:	One Year (Course meets for 80 minutes every-other day for one year)
Course Goal:	Students will become critical and scientific thinkers prepared for high school laboratory science courses and high school level scientific reading and argumentative writing.
Units of Study	<ul style="list-style-type: none"> ● Introduction to Science and Engineering ● Energy ● Energy Transfer ● Structure of Matter ● Changes of Matter and Changes of State ● Chemical Processes and Equations ● Forces and Motion ● Electricity and Magnetic Forces ● Waves
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● HMH Science Dimensions https://www.hmhco.com/programs/hmh-science-dimensions ● Defined STEM https://www.definedstem.com/ ● Current Science Magazine http://www.currentscience.ac.in/

Skills-Grade 6, 7, & 8	
Course Title:	Academic Skills
Course Length:	Varies (Course meets for 80 minutes every-other day. Length of course span is based on individual student need and progress. Typically meets for at least one quarter.)
Course Goal:	Students identified as needing academic support in math and/or reading skills will make significant growth in identified areas.
Areas of Focus	<ul style="list-style-type: none"> ● Reading Fluency ● Reading Comprehension ● Basic Math Skills ● Academic Organizational Skills
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● REWARDS https://www.voyagersopris.com/literacy/rewards/overview ● Six Minute Solutions https://www.voyagersopris.com/literacy/six-minute-solution/overview ● Reading A-Z https://www.readinga-z.com/ ● Epic! https://www.getepic.com/ ● IXL Reading https://www.ixl.com/ela/ ● Ready Math https://www.curriculumassociates.com/Products/Ready/Mathematics ● I-Ready Math https://www.curriculumassociates.com/Products/i-Ready ● TransMath https://www.voyagersopris.com/math/transmath/overview ● Rocket Math https://www.rocketmath.com/ ● Prodigy https://www.prodigygame.com/ ● IXL Math https://www.ixl.com/math/

Skills-Grade 6, 7, & 8	
Course Title:	Social Skills
Course Length:	Varies (Course meets for 80 minutes every-other day. Length of course span is based on individual student need and progress.)
Course Goal:	Students identified as needing behavioral regulation skills will make significant growth in identified areas.
Areas of Focus	<ul style="list-style-type: none"> ● Decision Making ● Perspective Taking ● Growth Mindset ● Understanding Your Emotions ● Self-Regulation ● Academic Organization
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Conscious Discipline: Building Resilient Classrooms. https://consciousdiscipline.com/ ● Middle School Second Step Program. https://www.secondstep.org/

Social Studies-Grade 6	
Course Title:	Ancient World History
Course Length:	One Year (Course meets for 80 minutes every-other day for one year)
Course Goal:	Students will become competent historical writers that can utilize skills to make claims, find trustworthy evidence and provide reasoning explaining why the evidence supports claims.
Units of Study	<ul style="list-style-type: none"> ● Mesopotamia ● Egypt ● Kush and Phoenicia ● Ancient India ● China ● Ancient Hebrews and the Origins of Judaism ● Ancient Greece ● The Roman Republic and Empire
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Discovery Education http://www.discoveryeducation.com/ ● Other primary and secondary source materials as needed. ● Other teacher created materials and assessments

Social Studies - Grade 7	
Course Title:	United States History (Spanish Contact in Americas to 1820s)
Course Length:	One Year (Course meets for 80 minutes every-other day for one year)
Course Goal:	Students will become competent historical writers that can utilize skills to make claims, find trustworthy evidence and provide reasoning explaining why the evidence supports claims.
Units of Study	<ul style="list-style-type: none"> ● Introducing necessary historical skills & info <ul style="list-style-type: none"> ○ Primary and secondary sources ○ Sourcing, contextualization, corroboration ● Spanish imperialism / colonialism in America ● English imperialism / colonialism in America ● American Revolutionary War ● Post-Revolutionary America and the Articles of Confederation ● U.S. Constitution ● American expansion
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Discovery Education http://www.discoveryeducation.com/ ● Other primary and secondary source materials as needed. ● Other teacher created materials and assessments ● Stanford History Education Project - sheg.stanford.edu ● Educating with Evidence - educatingwithevidence.siu.edu ● Reading, Writing and Thinking About History - Chauncey Monte-Sano ● Why Won't You Just Tell Us The Answers - Bruce Lesh

Social Studies - Grade 8	
Course Title:	United States History (Westward Expansion to Vietnam War)
Course Length:	One Year (Course meets for 80 minutes every-other day for one year)
Course Goal:	Students will become competent historical writers that can utilize skills to make claims, find trustworthy evidence and provide reasoning explaining why the evidence supports claims.
Units of Study	<ul style="list-style-type: none"> ● Westward Expansion ● Antebellum/Slavery ● Industrialization and Immigration ● American Imperialism/Nationalism ● Great Depression/World War II and Holocaust ● World War II At Home ● Cold War/Civil Rights ● Vietnam War
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Discovery Education http://www.discoveryeducation.com/ ● American Journey (Traditional textbook) ● Other primary and secondary source materials as needed. ● Other teacher created materials and assessments.

STEM- Grade 6	
Course Title:	STEM Base
Course Length:	One Quarter (Course meets for 40 minutes every-other day for one semester)
Course Goal:	Student will learn what STEM is and about the plethora of opportunities in the STEM field. They will also be introduced to electrical circuits, Programming, and engineering with applied science.
Units of Study	<ul style="list-style-type: none"> ● Google Slideshows <ul style="list-style-type: none"> ○ Research ● Parts of a flashlight <ul style="list-style-type: none"> ○ Touch Typing ● Programming ● Making a Bridge ● Additional units here
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Other teacher created materials and assessments

STEM - Grade 7	
Course Title:	STEM Grade 7
Course Length:	One Semester (Course meets for 80 minutes every-other day for one semester)
Course Goal:	Students will move from basic making, to videoing an instructional, informational explanation or summary, to designing a space on a webpage where this information can be hosted. Students will have to learn some basic HTML and video editing skills along the way.
Units of Study	<ul style="list-style-type: none"> ● Introductory unit for class set up purposes (this year it was space, light, and color) ● Science Journal, how to follow Scientific method when learning <ul style="list-style-type: none"> ○ Mock science projects (find awesome experiment, maybe cloud in bottle) ● Making Journal, how to follow Engineering method when making <ul style="list-style-type: none"> ○ Mock makers fair in class (find awesome* things to make such as cardboard games) ● Video Method (script, storyboard, take, edit) ● Programming, revisited (go over one program from sixth grade, then show students how to add articles, images, and videos to a website.) for academic purposes have students learn several additional html tags and read a java script ● Science or makers fair if you accomplish everything by this point
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Other teacher created materials and assessments

STEM - Grade 8	
Course Title:	STEM Grade 8
Course Length:	One Semester (Course meets for 80 minutes every-other day for one semester)
Course Goal:	Students will move from basic making, to videoing an instructional, informational explanation or summary, to designing a space on a webpage where this information can be hosted. Students will have to learn some basic HTML and video editing skills along the way.
Units of Study	<ul style="list-style-type: none"> ● Introductory unit for class set up purposes (this year it was space, light, and color) ● Science Journal, how to follow Scientific method when learning <ul style="list-style-type: none"> ○ Mock science projects (find awesome experiment, maybe cloud in bottle) ● Making Journal, how to follow Engineering method when making <ul style="list-style-type: none"> ○ Mock makers fair in class (find awesome* things to make such as cardboard games) ● Video Method (script, storyboard, take, edit) ● Programming, revisited (go over one program from sixth grade, then show students how to add articles, images, and videos to a website.) for academic purposes have students learn several additional html tags and read a java script ● Science or makers fair if you accomplish everything by this point
Textbook(s) and/or Supplementary Material(s)	<ul style="list-style-type: none"> ● Other teacher created materials and assessments