

# **SCHOOL DISTRICT U-46**

## **MIDDLE SCHOOL CURRICULUM GUIDE**



**2021-2022**

**Secondary Courses**

**Grades 7 & 8**



Dear Students and Parents/Guardians:

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

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

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

- The English Language Learner (ELL) and Dual Language (DL) Program
- The Gifted Program
- The Special Education Program
- School resources and support for students
- Course descriptions
- Elective course selection forms
- Assessment information
- Selected policies and procedures

Best wishes for your future success!

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



Dear U-46 students and parents,

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

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

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

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

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

Sincerely,

*Tony Sanders*

Tony Sanders, Superintendent  
School District U-46

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## Middle School Special Program Access

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

# GENERAL MIDDLE SCHOOL INFORMATION

## COMMITMENT TO “ACADEMIC SUCCESS FOR ALL”

The administration, faculty, and staff members are committed to “**academic success for all**” of our students. The programs of study available in U-46 are designed to encourage each student to select the most rigorous and appropriate courses that will nurture their individual strengths, talents, and interests.

## NON-DISCRIMINATION

All students are offered access to these courses within the limits of their capabilities and legal constraints. School District U-46 has agreed to fulfill all requirements of Title IX and Section 504, extending equal opportunity to all students and employees. Where access is not possible, equivalent activities will be provided. Questions regarding program access should be directed to the building principals. Unresolved issues will be forwarded by the building principal to the Assistant Superintendent for Secondary Education.

## THE MIDDLE SCHOOL CURRICULUM

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

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

## MIDDLE SCHOOL COUNSELING

All U-46 middle schools have one counselor to assist students. The counselor will provide information about U-46 registration and course planning. Personal or private matters may also be discussed.

## CONTROVERSIAL ISSUES

Parents/guardians are provided an opportunity to refuse permission for their student to participate in a class activity when academic materials are deemed controversial. In such circumstances, the student would receive an alternate assignment. Parents/guardians should contact the school’s principal/designee with concerns regarding controversial issues, materials, or curricula.

## CHROMEBOOKS FOR INSTRUCTION

All middle school students will be issued U-46 Chromebooks for use during the school year. Specific procedures for distribution and collection of Chromebooks will be communicated by each middle school. The use of the Chromebooks is similar to that of textbooks for a student’s class. Guidelines and regulations for use are outlined in the District U-46 Student Acceptable Use of Technology Guidelines, which can be accessed through the District’s website: [www.U-46.org](http://www.U-46.org). Students are expected to demonstrate positive citizenship when using the Chromebooks and understand that the Chromebooks are monitored by the district for proper use.

## MIDDLE SCHOOL SAMPLE DAILY CLASSES

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

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

\*ESL – EL Students will be enrolled in an ESL course according to their ESL level.

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

EL Students with ESL levels 1-4 will be enrolled in Transitional Science and Math classes.

Gifted classes will be taught in Language Arts, Science, and Social Studies/History for those students who qualify for the U-46 Gifted Program.

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

Only students who are successful in Honors Geometry in middle school will receive high school credit. All other courses taken in middle school are considered middle school programming and are NOT eligible for high school credit. This includes actual, virtual, or online classes taken for enrichment through high schools or colleges.

## **PERSONALIZED ACADEMIC CAREER PLAN**

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

## **REPORTS TO PARENTS**

The school year is divided into two semesters of 18 weeks each. Each semester is divided into two grading periods for the purpose of reporting grades to students and parents. At the close of each grading period a report is sent home. Parents also have access to student grades and attendance through the Infinite Campus Parent Portal. Access to the Parent Portal can be easily achieved through the U-46 website: [www.U-46.org](http://www.U-46.org)

## **SUMMER SCHOOL PROGRAM**

A District U-46 Middle School Summer School program is offered each summer, typically housed in one of the U-46 high schools. This program is offered to support a student's progress toward mastery of curricular standards. Students who have not demonstrated significant understanding of course standards are encouraged and recommended for Summer School. Specific courses offered during the summer program are determined in the winter/spring of each year. More information will be available from your middle school administrators and counselor.

## **English Language Learner (ELL) Program**

### **Mission:**

The instructional core for students participating in the English Language Learners Program must reflect the same instructional core and high expectations of the general education program within the language proficiency and academic components for EL's. The comprehensive instructional program must support EL students' academic, social-emotional and linguistic development through intentionally recognizing the use of the students' primary language and cultural background to develop a school culture in which all stakeholders feel included. All students who attain reclassification status or successfully exit the ELL Program based on Illinois State Board of Education's reclassification criteria will meet or exceed achievement standards in Dual Language and General Education classes.

### **Vision:**

Promote high levels of student achievement through language, academic and social-emotional development so that EL students will be successful through middle school in preparation for high school, careers, and the workforce as well as becoming productive members of this global society.



## English as a Second Language Courses

All EL students are required to take one period of ESL each year during their two years of middle school in place of English Language Arts. The student's ESL Level is determined by ACCESS Test scores or the WIDA Screener. (See page 11 for a description of ACCESS.) There are five ESL levels based on the student's English language development:

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

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

Students with a native language other than Spanish or English will take math and science classes with Sheltered English instruction, independent of their English language proficiency.

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

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

## Dual Language (DL) Program

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

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

## MIDDLE SCHOOL GIFTED PROGRAM

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

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

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

## SPECIAL EDUCATION PROGRAM

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

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

Parents seeking additional information regarding Special Education programs and services available in the district should contact the school's Special Education administrator.

## **MIDDLE SCHOOL ASSESSMENTS**

### **ACCESS**

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

ACCESS is typically administered during January and February of each school year.

### **ILLINOIS ASSESSMENT FOR READINESS (IAR)**

Illinois Assessment of Readiness measures how well students are mastering content aligned to Illinois' Learning Standards that are tied to college and career readiness. This is a required assessment from the State of Illinois for all students in grades 3 through 8 and is typically administered in the spring of each school year. Data from this assessment are used by teachers to guide instruction and give more information to students and their parents regarding higher order skills such as critical thinking, communications and problem solving. Scores are reported to parents in the fall and remain in the student's academic record.

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

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

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

This assessment is given to all students in the Dual Language Program and assesses each student's proficiency in the Spanish language for listening, speaking, reading, and writing skills. This assessment is typically given in the winter of each school year.

### **MEASURES OF ACADEMIC PROGRESS (MAP)**

MAP is a computerized adaptive test that measures the student's knowledge of reading and mathematics. A test is uniquely built for each student based on the student's answers. MAP is an assessment developed by Northwest Evaluation Association. There are three testing windows during the school year: Fall (August/September), Winter (November/December), and Spring (April/May).

Students in grades 7 and 8 are assessed in reading and mathematics. These assessments are used to help teachers provide appropriate instruction and measure student progress and growth in the areas of reading and mathematics. MAP scores are considered for student placement in various courses and programs.

If you have any questions regarding the MAP assessment, please contact your child's principal. Additional information can be found on the Northwest Evaluation Association website: [www.nwea.org](http://www.nwea.org).

## **PSAT 8**

PSAT8, PSAT, and SAT are the testing system for students in grades 7 through 12. The PSAT is given in the fall of 7<sup>th</sup> and 8<sup>th</sup> grade to help students, parents, and counselors plan for high school studies.

PSAT/NMSQT (National Merit Scholarship Qualifying Test) is administered to 10<sup>th</sup> grade students to help them plan and prepare for college and the workplace. SAT is given to Juniors in the spring as a state requirement. SAT helps students be ready for life after high school. A student may take the SAT multiple times on national testing days. Each of these assessments serves multiple purposes: student planning, instructional support, assessment, and evaluation.

Students in grades 7 and 8 will be provided a score report of the appropriate test at the end of first semester. For further information, go to <http://www.collegeboard.org>. This site includes practice questions, how to read the score report, and planning for high school and careers.

## **SUBJECT AREA LOCAL ASSESSMENTS/QUARTERLY ASSESSMENTS**

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

## **HIGH SCHOOL MAGNET ACADEMY PROGRAMS**

Each high school has a four-year academy program that began in the 1996-1997 school year. Students enrolled in the academies will be immersed in the program throughout their high school careers. The remainder of their studies will be in the comprehensive programs where they will take classes with students outside of the academy. The middle school core academic courses and elective courses introduce students to skills and focused content areas of the magnet academy programs. Any student in good standing who has the interest and ability to perform the academic and specialized work of the program is eligible to apply for admission to any of the academies. Students must fill out an application form in the fall of their 8<sup>th</sup> grade year for the academy in which they are interested. Students will register for academy courses at each high school. Students should talk to a counselor about enrollment in the academies.

The five academies are:

Bartlett High School	Science, Engineering and High Technology Academy
Elgin High School	Gifted and Talented Academy
Larkin High School	Visual and Performing Arts Academy
South Elgin High School	Beacon Academy of Digital and Media Arts
Streamwood High School	World Languages and International Studies Academy

## **CAREER PATHWAYS**

Educational Pathways courses are a sequence of courses in a specific subject area that students take in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade. Once students complete all of the courses in the sequence, they have the opportunity to earn an early college credential. Pathways courses are offered in all U-46 high schools, and curriculum teams are continuously working to develop new Pathways offerings. Students begin to explore their interests through the various elective courses offered in middle school. Once they get to high school, they select from multiple Pathways offerings within our five College and Career Academies: STEM (Science, Technology, Engineering, Mathematics), Human Services, Fine Arts, Business, and Liberal Arts.

# COURSE INFORMATION

## **DEFINITIONS**

**Core Courses:** English Language Arts (ELA), Mathematics, Science, Social Studies or History. These are courses that each middle school student will take in both 7<sup>th</sup> and 8<sup>th</sup> grade and are foundational for high school preparation.

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

**Intervention Courses:** Courses meant to support and improve a student's learning in a specific subject. These courses often take the place of an elective period. Reading Strategies is an example of an Intervention course.

**Credit:** Middle school courses are not credit-bearing such as in high school. A credit is the high school's measure of course work completed.

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

## **COURSE GRADING**

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

## **COURSE LOAD**

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

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

## **COURSE WEIGHTING**

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

**PROCESS FOR REQUESTING A COURSE LEVEL CHANGE** (i.e. Honors level class to a regular level class or regular level class to an honors level class):

Level change procedures are handled by each building's administration. Students and parents should contact the principal, assistant principal or counselor to determine the procedure at their school. Course placements are made through a review of the student's assessment performance, teacher recommendations, and other factors.

**PHYSICAL EDUCATION (PE) EXEMPTIONS**

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

1. Students in grades 7 to 12 may be exempted from physical education (PE) if they can provide documentation of ongoing participation in a nationally sanctioned athletic program that requires 15 or more hours of training on a weekly basis between Monday and Friday. In addition, students must provide their elite national ranking from the national governing body of the sport. Exemption requests and documentation must be submitted to the Assistant Superintendent of Secondary Education for review prior to the start of the semester. The student is NOT exempt from health class. Students may not take another class in place of PE. The student will receive a PE credit and grade of a P on their transcript. If your activity does not have a national structure or you are unable to meet this requirement, please check with your counselor to explore other options for late arrival or early dismissal that do not include a PE exemption. Deadline for submission is Aug 1 prior the start of the school year for semester 1 and Dec 1 prior to the start of semester 2.
2. Students in grades 7 and 8 whose schedule does not allow for Career Pathway or foreign language elective opportunity may choose a PE exemption to be able to experience one of these elective courses. A student with two of the following in their schedule has access to a PE exemption: Dual Language, Reading Strategies 1 or 2, or Advancement Via Individual Determination (see page 26). The student is not exempt from health class. Completed form is due during registration.
3. Students in grades 7 to 12 who must use the time set aside for physical education to receive special education support and services, subject to the student's Individualized Education Plan. (The student is unable to access at least one yearlong elective opportunity due to their IEP.)

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

# COURSE DESCRIPTIONS

## CORE COURSES

### ENGLISH LANGUAGE ARTS (ELA) COURSES

#### ESL Level 1

Course # 7LAES11Y (7<sup>th</sup>)/ 8LAES11Y (8<sup>th</sup>)

Grade Level: 7, 8

Length: Full Year

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

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

#### ESL Level 2

Course # 7LAES12Y (7<sup>th</sup>)/ 8LAES12Y (8<sup>th</sup>)

Grade Level: 7,8

Length: Full Year

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

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

#### ESL Level 3

Course # 7LAES13Y (7<sup>th</sup>)/ 8LAES13Y (8<sup>th</sup>)

Grade Level: 7, 8

Length: Full Year

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

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

**ESL Level 4****Course # 7LAES14Y (7<sup>th</sup>)/ 8LAES14Y (8<sup>th</sup>)**

Grade Level: 7, 8

Length: Full Year

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

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

**ESL Level 5****Course # 7LAES15Y (7<sup>th</sup>)/ 8LAES15Y (8<sup>th</sup>)**

Grade Level: 7, 8

Length: Full Year

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

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

**7<sup>th</sup> Grade English Language Arts (ELA)****Course # 7LAGE19Y**

Grade Level(s): 7

Length: Full Year

Prerequisites: None

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



**7<sup>th</sup> Grade Challenge English Language Arts (ELA)**

**Course # 7LAGE29Y**

Grade Level(s): 7

Length: Full Year

Prerequisites: Consistently above 65<sup>th</sup> percentile in MAP

Description: This course parallels the grade-level curriculum and is designed for the students who excel in English Language Arts and require a faster-paced, more in-depth, and challenging course of study. This is a rigorous program, that incorporates in-depth study of text (both print and online literary sources), vocabulary development, grammar, and research. Both fiction and non-fiction text used in this course are often above grade level and will be studied with emphasis on literary interpretation, evaluation, and analysis. The development of formal writing conventions, research skills and competence in test taking strategies will be emphasized to prepare students who desire to participate in advanced placement courses during their high school career.

**7<sup>th</sup> Grade Gifted English Language Arts (ELA)**

**Course # 7LAGE39Y**

Grade Level(s): 7

Length: Full Year

Prerequisites: Admission through Gifted Programs Office

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

**8<sup>th</sup> Grade English Language Arts (ELA)**

**Course # 8LAGE19Y**

Grade Level(s): 8

Length: Full Year

Prerequisites: None

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

**8<sup>th</sup> Grade Challenge English Language Arts (ELA)**

**Course # 8LAGE29Y**

Grade Level(s): 8

Length: Full Year

Prerequisites: Consistently above 65<sup>th</sup> percentile in MAP

Description: This course parallels the grade-level curriculum and is designed for the students who excel in English Language Arts and require a faster-paced, more in-depth, and challenging course of study. This is a rigorous program, which incorporates in-depth study of text, both print and online literary sources, vocabulary development, grammar, and research. Both fiction and non-fiction texts used in this course are often above grade level and will be studied with emphasis on literary interpretation, evaluation, and analysis. The development of formal writing conventions, research skills, and competence in test taking strategies will be emphasized to prepare students who desire to participate in advanced placement courses during their high school career.

**8<sup>th</sup> Grade Gifted English Language Arts (ELA)**

**Course # 8LAGE39Y**

Grade Level(s): 8

Length: Full Year

Prerequisites: Admission through Gifted Programs Office

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

**MATHEMATICS COURSES**

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

**7<sup>th</sup> Grade Math**

**Course # 7MAGE19Y**

Grade Level(s): 7

Length: Full Year

Prerequisites: None

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

**7<sup>th</sup> Grade Accelerated Math****Course # 7MAGE29Y**

Grade Level(s): 7

Length: Full Year

Prerequisites: Consistently above 65<sup>th</sup> percentile in MAP

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

**8<sup>th</sup> Grade Math****Course # 8MAGE19Y**

Grade Level(s): 8

Length: Full Year

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

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

**Algebra****Course # 7MAGE49Y (7<sup>th</sup>Gr)/ 8MAGE2Y (8<sup>th</sup> Gr)**

Grade Level(s): 7, 8

Length: Full Year

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

Description: Algebra is the equivalent of high school Algebra 1. The mathematics in this course sets the foundation for all high school mathematics and includes topics of equations and graphs, linear and exponential functions, quadratics and polynomials, modeling, and statistics. Students do not receive a high school math credit for completing this course. This course does not count as a high school math graduation credit.

**Honors Geometry****Course # MA220HN1 and MA220HN2**

Grade Level(s): 8

Length: Full Year

Prerequisites: Successful completion of Algebra

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

## **PHYSICAL and HEALTH EDUCATION COURSES**

Physical Education is a required course for all students for two semesters in 7<sup>th</sup> grade and one semester in 8<sup>th</sup> grade. Education for physical development provides students with the knowledge and skills necessary to achieve healthful living, develop and maintain physical fitness, and acquire and apply physical education skills and concepts throughout their lives. P.E instruction occurs daily.

### **7<sup>th</sup> Grade Physical Education**

**Course # 7PEGE19Y**

Grade Level: 7

Length: Full Year

Prerequisite: None

Description: Physical Education is a full-year course for students in 7th grade. Students will work in three different areas: Moderate to Vigorous skills/Target Heart Rate, Fitness Concepts, and Movement Principles. Students will learn how to use a heart rate monitor to maintain their fitness level to be in their target heart zone. They will dig deep in their understanding of the FITT principle (Frequency, Intensity, Time, and Type), the components of fitness, and biomechanical principles. There will be time for team play in various sports as well as individual sport and fitness activity. We want to create environments that foster positive social skills, teamwork, sportsmanship, and leadership. The use of technology within the classroom will help provide innovative lessons to meet the needs of each individual.

### **8<sup>th</sup> Grade Physical Education**

**Course # 8PEGE19S**

Grade Level: 8

Length: Semester

Prerequisite: None

Description: Physical Education is a one semester course in 8th grade. Students will independently use their learning to connect their knowledge of target heart rate, duration, and aerobic fitness to their own activity choices for lifelong health. Students will have an opportunity to analyze their overall level of fitness and make adjustments in order to ensure a healthy, active lifestyle. They will move safely, positively, and efficiently during physical activity. Students will continue to use technology to assist them in understanding their personal fitness to create goals to maintain their fitness levels. They will have an opportunity to work in groups with their peers for team play as well as individually. By analyzing their fitness scores, students will be able to create an individualized fitness plan for themselves for now and in their future.

## **8<sup>th</sup> Grade Health**

Grade Level: 8  
Prerequisite: None

**Course # 8HLGE19S**

Length: Semester

**Description:** This class provides students with the knowledge and skills they need to maintain health and wellness throughout their lifetime. The intent of a comprehensive health education program is to motivate students to improve their health, prevent disease, and avoid or reduce health-related risk behaviors. All teaching and learning is focused on student achievement of learning standards. Health literate youth have the ability to maintain and enhance personal health and fitness, create safe environments, and manage personal and community resources. Health education provides real-life learning experiences with personal applications of scientifically research-based health knowledge and skills in relevant situations. Health education creates opportunities and experiences that engage and challenge young people to assess, explore, and question their health, while personalizing, adapting, and evaluating their learning.

## **READING COURSES**

These courses are offered to students through a screening process involving MAP assessments and teacher recommendations. The Reading Strategies courses are designed to support students who are below grade level in reading with the goal of working toward and beyond grade-level.

### **Reading Strategies 1**

**Course # 7REGE59Y(7<sup>TH</sup> Gr)/ 8REGE59Y (8<sup>th</sup> Gr)**

Grade Level(s): 7, 8

Length: Full Year

**Prerequisites:** MAP Test performance and/or teacher recommendation

**Description:** This course is an academic intervention and emphasizes providing students with a foundation of literacy skills. Course topics include: learning, understanding and applying reading strategies to understand various genres, identify text structures, analyze text, and acquire vocabulary in context. Students will be encouraged to develop reading and writing stamina, define their own reading personality, and learn how to select books that are right for them. Students enrolled in Reading Strategies I will be part of a blended classroom using Read 180 / System 44 reading intervention materials. Independent reading, targeted skills, practice software, and small and whole-group instruction are used to reinforce learning in this course.

### **Reading Strategies 2**

**Course # 7REGE69Y(7<sup>TH</sup> Gr)/ 8REGE69Y (8<sup>th</sup> Gr)**

Grade Level(s): 7, 8

Length: Full Year

**Prerequisites:** MAP Test performance and/or teacher recommendation

**Description:** This course is an academic intervention and emphasizes providing students with the support to continue developing literacy skills. Course topics include: practicing active reading and listening for an extended period of time; identifying “just right” books to read independently; creating short and long-term goals to strengthen a student’s literacy skills; identifying a variety of text types and defining their purpose; and demonstrating a student's ability to use a variety of reading strategies.

## SCIENCE COURSES

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

### **7<sup>th</sup> Grade Science**

Grade Level(s): 7

Prerequisites: None

**Course # 7MAGE19Y**

Length: Full Year

Description: During 7th Grade Science students will explore physical and life science through multisensory activities based on science and engineering practices.

### **7<sup>th</sup> Grade Gifted Science**

Grade Level: 7

Pre-requisite: Admission through Gifted Programs Office

**Course # 7SCGE39Y**

Length: Full Year

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

### **8<sup>th</sup> Grade Science**

Grade Level(s): 8

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

**Course # 8MAGE19Y**

Length: Full Year

Description: During 8th Grade Science students will explore life, physical and Earth and space science through multisensory activities based on science and engineering practices.

### **8<sup>th</sup> Grade Gifted Science**

Grade Level: 8

Pre-requisite: Admission through Gifted Programs Office

**Course # 8SCGE39Y**

Length: Full Year

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

## **SOCIAL STUDIES COURSES**

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

### **7<sup>th</sup> Grade Social Studies**

Grade Level: 7  
Pre-requisite: None

**Course # 7SSGE19Y**  
Length: Full Year

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

### **7<sup>th</sup> Grade Gifted Social Studies**

Grade Level: 7  
Pre-requisite: Admission through Gifted Programs Office

**Course # 7SSGE39Y**  
Length: Full Year

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

### **8<sup>th</sup> Grade U.S. History**

Grade Level(s): 8  
Prerequisites: None

**Course # 8SSGE19Y**  
Length: Full Year

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

### **8<sup>th</sup> Grade Gifted U.S. History**

**Course # 8SSGE39Y**

Grade Level: 7

Length: Full Year

Pre-requisite: Admission through Gifted Programs Office

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

## **SPANISH LANGUAGE ARTS/ARTES DEL LENGUAJE EN ESPAÑOL**

These courses are offered in the ELL Program for the Dual Language Students within the Humanities Block in conjugation with Spanish Social Studies or History; to reflect the middle school language allocation.

### **Spanish Language Arts 7/ Artes del Lenguaje en Español 7 (ALE)**

**Course #7LADL29Y**

Grade Level: 7

Length: Full Year

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

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

### **Spanish Language Arts 8/ Artes del Lenguaje en Español 8 (ALE)**

**Course #8LADL29Y**

Grade Level: 8

Length: Full Year

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

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



## ELECTIVE COURSES

### Art 1

Grade Level(s): 7, 8

Prerequisites: None

**Course # 9ARGE69S**

Length: Semester

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

### Art 2

Grade Level(s): 7, 8

Prerequisites: Successful completion of Art 1

**Course # 9ARGE79S**

Length: Semester

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

### Art 3

Grade Level(s): 8

Prerequisites: Successful completion of Art 2

**Course # 8ARGE69S**

Length: Semester

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

#### **Art 4**

Grade Level(s): 8

Prerequisites: Successful completion of Art 3

**Course # 8ARGE79S**

Length: Semester

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

### **AVID (Advancement Via Individual Determination)**

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

#### **AVID 7**

Grade Level(s): 7

Prerequisites: Application, Interview, Selection Criteria

**Course #7AVGE19Y (7 Gr)**

Length: Full Year

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

**AVID 8****COURSE # 8AVGE19Y**

Grade Level(s): 8

Length: Full Year

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

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

**Band****Course # 7MUBA19Y (7<sup>th</sup> Gr)/ 8MUBA19Y (8<sup>th</sup> Gr)**

Grade Level(s): 7, 8

Length: Full Year

Prerequisites: 1 year of Elementary Band -OR- instructor permission

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

**Chorus****Course # 7MUCH19Y (7<sup>th</sup> Gr)/ 8MUCH19Y (8<sup>th</sup> Gr)**

Grade Level(s): 7, 8

Length: Full Year

Prerequisites: None

Description: Chorus is a vocal ensemble and is often a middle school student's first choral ensemble experience. Participating students will learn and perform various styles of two- and three-part choral literature, develop fundamental musical skills, and develop proper vocal technique. Full participation in all concerts and festivals is required for all students enrolled in chorus.

**Critical Reading****Course # 7REGE49S (7<sup>th</sup> Gr)/ 8REGE49S (8<sup>th</sup> Gr)**

Grade Level(s): 7, 8

Length: Full Year

Prerequisites: Above 50<sup>th</sup> percentile in Reading MAP

Description: This course provides students demonstrating proficiency in reading the opportunity to refine literacy skills and strategies necessary for college and career readiness. Students will be provided with opportunities to practice reading and to respond to a variety of fiction and non-fiction text to enhance comprehension and analytical skills. Refinement

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

**Debate**

**Course # 7LAGE79S (7<sup>th</sup> Gr)/ 8LAGE79S (8<sup>th</sup> Gr)**

Grade Level(s): 7, 8

Length: Semester

Prerequisites: None

Description: This course is for the student who has the desire to acquire more advanced debate, personal, and group discussion skills. Students will learn how to plan, develop and organize structured and impromptu speeches emphasizing verbal and nonverbal delivery skills such as organization, projection, inflection, eye-contact, and hand gestures. A secondary emphasis of this course will stress critical listening skills, techniques to reduce public speaking anxiety, and the development of audience etiquette and fostering an appreciation of respecting diverse perspectives on a variety of topics. Activities include class discussions, speaking exercises, analysis of historically important speeches, practice with various debate formats and collaborative group work.

**Essential Technology – Introduction to Computers**

**Course # 9BUGE69S**

Grade Level(s): 7, 8

Length: Semester

Prerequisites: None

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

**Essential Technology – Interactive Media**

**Course # 9BUGE79S**

Grade Level(s): 7, 8

Length: Semester

Prerequisites: None

Description: In Interactive Media, all students will have the differentiated opportunities to explore introductory and advanced technology skills including coding, robotic programming, podcasting, augmented and virtual reality, multimedia editing, 3-D printing, drone flight, graphic design and new emerging technologies, Interactive Media places an emphasis on global citizenship using cutting edge technology to solve real-world problems. This course is designed to be driven by student choice, engaging, relevant, collaborative, and creative. Students will expand their understanding of computing concepts using problem-solving skills and will apply their understanding through creative, choice-directed projects. Students will build skills needed for changing technologies to compete in careers that don't yet exist.

**Family & Consumer Science (FACS) – Culinary and Personal Success**

**Course # 9FCGE69S**

Grade Level(s): 7, 8

Length: Semester

Prerequisites: None

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

**Family & Consumer Science (FACS) – Culinary and Leadership Skills**

**Course # 9FCGE79S**

Grade Level(s): 7, 8

Length: Semester

Prerequisites: None

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

**Orchestra****Course # 7MUOR19Y (7<sup>th</sup> Gr)/ 8MUOR19Y (8<sup>th</sup> Gr)**

Grade Level(s): 7, 8

Length: Full Year

Prerequisites: 1 year of Elementary Orchestra -OR- instructor permission

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

**Speech****Course # 7LAGE69S (7<sup>th</sup> Gr)/ 8LAGE69S (8<sup>th</sup> Gr)**

Grade Level(s): 7, 8

Length: Semester

Prerequisites: None

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

**STEM – Design and Engineering/ Project Lead The Way****Course # 9TEGE69S**

Grade Level(s): 7, 8

Length: Semester

Prerequisites: None

Description: Students are exposed to a variety of topics that range from the design process to engineering. Students will work together in small groups to complete the design and modeling process of a product. This semester course challenges students to use critical thinking skills to develop solutions and innovations to everyday problems and products.

**STEM – Automation and Robotics/ Project Lead The Way****Course # 9TEGE79S**

Grade Level(s): 7, 8

Length: Semester

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

Description: Students are exposed to a variety of topics that range from engineering to automation and robotics. Students will work together in small groups to complete the design and modeling process of a product. This semester course challenges students to use critical thinking skills to develop solutions and innovations to everyday problems and products.

## World Languages

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

### **World Language - Spanish 1A**

**Course # 9WLGE19Y**

Grade Level(s): 7, 8

Length: Full Year

Prerequisites: None

Description: The course introduces students to Spanish grammar, syntax, and vocabulary and includes oral and written drills. Students are introduced to culture and customs of Spanish speaking countries.

### **World Language - Spanish for Heritage Speakers 1A**

**Course # 9WLSH19Y**

Grade Level(s): 7, 8

Length: Full Year

Prerequisites: None

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

### **World Language - Spanish 1B**

**Course # 8WLGE19Y**

Grade Level(s): 8

Length: Full Year

Prerequisites: Successful completion of Spanish 1A

Description: The course continues to introduce students to Spanish grammar, syntax, and vocabulary and includes oral and written drill. Students are introduced to culture and customs of Spanish-speaking countries.

### **World Language - Spanish for Heritage Speakers 1B**

**Course # 8WLSH19Y**

Grade Level(s): 8

Length: Full Year

Prerequisites: Successful completion of Heritage Spanish 1A

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

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

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

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

### PLACEMENT RECOMMENDATIONS

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

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

1. English - English Language Arts (ELA), English as a Second Language (ESL), or Challenge English
2. Math (placement is based on MAP & IAR scores) - 7<sup>th</sup> Gr Math, Accelerated 7<sup>th</sup> Gr Math, or Algebra
3. Social Studies or Spanish Social Studies (DL students)
4. Science
5. Physical Education
6. Lunch
7. **Elective period** – Some students may be assigned Reading Strategies 1 or Reading Strategies 2 during this period based on test performance and/or teacher recommendation (see “Reading Placement” above). DUAL LANGUAGE students will have Spanish Language Arts (ALE) during this period.
8. **Elective period**

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

Elective Course	Prerequisites	Length of class	Choice #
<b>Example #1: Band</b>	<b>Elementary school Experience</b>	<b>Full Year</b>	<b>3</b>
<b>Example #2: FACS – Personal Success</b>	<b>None</b>	<b>Semester</b>	<b>5</b>
AVID 1	Application, interview, selection process	Full Year	
Band	Elementary school experience or teacher approval	Full Year	
Chorus	None	Full Year	
Critical Reading	Above 50 <sup>th</sup> percentile – MAP	Full Year	
Orchestra	Elementary school experience or teacher approval	Full Year	
Spanish 1A <b>Not for DL students</b>	None	Full Year	
Spanish Heritage 1 <b>Not for DL students</b>	Home exposure to Spanish	Full Year	
Art 1	None	Semester	
Art 2	Successful completion of Art 1	Semester	
Speech	None	Semester	
Debate	Successful completion of Speech class	Semester	
Essential Tech – Intro to Computers	None	Semester	
Essential Tech – Interactive Media	None	Semester	
FACS – Culinary & Personal Skills	None	Semester	
FACS – Culinary & Leadership Skills	None	Semester	
STEM – Design & Engineering/PLTW	None	Semester	
STEM – Automation & Robotics/PLTW	None, PLTW – Design/Engineering recommended	Semester	
<b>In the table above, “semesters” DOES NOT refer to when in the school year the course is offered, but the length of the class.</b>		<b>List your choices in priority order 1= most wanted, 2= 2<sup>nd</sup> most wanted, etc.</b>	



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

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

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

### PLACEMENT RECOMMENDATIONS

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

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

1. English - English Language Arts (ELA), English as a Second Language (ESL), or Challenge English
2. Math (placement is based on MAP & IAR scores) - 8<sup>th</sup> Gr Math, Algebra, Honors Geometry
3. History or Spanish History (DL students)
4. Science
5. Physical Education (1 semester)/ Health (1 semester)
6. Lunch
7. **Elective period** – Some students may be assigned Reading Strategies 1 or Reading Strategies 2 during this period based on test performance and/or teacher recommendation (see “Reading Placement” above). DUAL LANGUAGE students will have Spanish Language Arts (ALE) during this period.
8. **Elective period**

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

Elective Course	Prerequisites	Length of class	Choice #
<b>Example #1: Band</b>	<b>Elementary school Experience</b>	<b>Full Year</b>	<b>3</b>
<b>Example #2: FACS – Personal Success</b>	<b>None</b>	<b>Semester</b>	<b>5</b>
AVID 8	Successful completion of AVID 7; or application, interview, performance review	Full Year	
Band	Elementary school experience or teacher approval	Full Year	
Chorus	None	Full Year	
Critical Reading	Above 50 <sup>th</sup> percentile – MAP	Full Year	
Orchestra	Elementary school experience or teacher approval	Full Year	
Spanish 1A <b>Not for DL students</b>	None; See special note in description	Full Year	
Spanish 1B <b>Not for DL students</b>	Successful completion of Spanish 1A	Full Year	
Spanish Heritage 1A <b>Not for DL students</b>	Home exposure to Spanish; See special note in description	Full Year	
Spanish Heritage 1B <b>Not for DL students</b>	Successful completion of Heritage Spanish 1	Full Year	
Art 1	None	Semester	
Art 2	Successful completion of Art 1	Semester	
Art 3	Successful completion of Art 2	Semester	
Art 4	Successful completion of Art 3	Semester	
Speech	None	Semester	
Debate	None	Semester	
Essential Tech – Intro to Computers	None	Semester	
Essential Tech – Interactive Media	None	Semester	
FACS – Culinary & Personal Skills	None	Semester	
FACS – Culinary & Leadership Skills	None	Semester	
STEM – Design & Engineering/PLTW	None	Semester	
STEM – Automation & Robotics/PLTW	None, PLTW – Design/Engineering Recommended	Semester	
<b>“Semester” DOES NOT refer to when the course is offered, but the class length.</b>		<b>List choices in priority order 1= 1<sup>st</sup> Choice, 2= 2<sup>nd</sup> choice, etc</b>	

## MIDDLE SCHOOL PHYSICAL EDUCATION EXEMPTIONS

BOE Approved June 3, 2019

The following are the allowable middle school exemptions from physical education in School District U-46. Please complete the form, check the option you are requesting, and return completed to the Counseling Office by the due date listed next to the exemption you have chosen.

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

\_\_\_\_\_ Students in grades 7-8 whose schedule does not allow for a career Pathway or foreign language elective may choose a PE exemption to be able to experience one of these elective courses. *(A student with TWO of the following in their schedule has access to a PE exemption: Dual Language, Reading Strategies 1 or 2, and/or AVID. Student is not exempt from health class. Completed form is due during the registration process).*

**Course replacing PE 1.** \_\_\_\_\_ **2.** \_\_\_\_\_

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

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

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

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

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

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

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

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



**ABBOTT MIDDLE SCHOOL**  
949 Van St.  
Elgin, IL 60123  
Phone: 847/888-5160  
Principal: Christine Zugel  
Counselor: Sittie Jackson



**KENYON WOODS MIDDLE SCHOOL**  
1515 Raymond St.  
South Elgin, IL 60177  
Phone: 847/289-6685  
Principal: Lisa Olsem  
Counselor: Jessica Ventrella



**CANTON MIDDLE SCHOOL**  
1100 Sunset Circle  
Streamwood, IL 60107  
Phone: 630/213-5525  
Principal: Jeff Smith  
Counselor: Jeremiah Svendsen



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



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



**LARSEN MIDDLE SCHOOL**  
665 Dundee Ave.  
Elgin, IL 60120  
Phone: 847/888-5250  
Principal: Gina Crespo  
Counselor: Diana Gutierrez



**ELLIS MIDDLE SCHOOL**  
225 S. Liberty St.  
Elgin, IL 60120  
Phone: 847/888-5151  
Principal: Yvette Gonzalez-Collins  
Counselor: Ziomara Gil



**TEFFT MIDDLE SCHOOL**  
1100 Shirley Ave.  
Streamwood, IL 60107  
Phone: 630/213-5535  
Principal: Luis Fernando DeLeon  
Counselor: Xochitl Chavarria Lujan