

SUMMIT MIDDLE SCHOOL

8TH GRADE

CURRICULAR GUIDE



SACS

2018-2019

Preparing today's learners for tomorrow's opportunities

Summit Middle School

Southwest Allen County Schools
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Dear Parents,

The purpose of this curriculum booklet is to give you a listing of courses offered and a general overview of the skills and concepts taught.

The intent is that this information will aid your child and you in course selection as well as serving as a guide for you if you wish to work with your child at home to reinforce skills and concepts taught at school.

If you have any questions, you are always welcome to contact the teacher for clarification as well as one of the guidance counselors or one of the administrators.

Sincerely,

Dr. Josh St. John, Principal

Randy Pursley, Asst. Principal

LANGUAGE ARTS

REQUIRED 1 YEAR

Reading: Analyze, interpret, and evaluate literature and non-fiction text using appropriate grade-level skills.

Writing: Write clear, coherent, and focused papers (minimum 750 words) that demonstrates proper paragraph structure and appropriate grade-level grammar, usage, and mechanics skills, including research, persuasive, narrative and expository writing and literary analysis.

Research: Use research skills to produce a report that supports a topic.

Speaking: Deliver formal and informal, well-organized presentations that use appropriate grade-level speaking skills.

All required skills of the curriculum will be met in this class through flexible grouping, interdisciplinary themes, supplementary novel reading, use of a literature text, process writing, portfolios, tests, quizzes, and projects.

Types of texts include: short stories, drama, nonfiction, fiction, poetry, myths, fables, and novels. These areas will be connected with topics that relate to science and social studies where possible.

Students will analyze, interpret, and evaluate literary works using various reading strategies.

Students will develop skills in responding orally and in writing to varied forms of literature through discussion, writing, group activities, projects, and quizzes.

Students will recognize literary forms and conventions as a means of appreciating and reacting to literature.

Grammar and spelling/vocabulary skills will be incorporated into literature and process writing.

Grammar and spelling/vocabulary skills in literature: Review of various parts of speech as they apply to author's **usage** and emphasis in various literature works. **Identification** of various parts of speech in author's works. Students will be responsible for **knowledge** of, **understanding** of, and **usage** of **vocabulary** that is pertinent to the works they are studying.

Grammar and spelling/vocabulary skills in writing: Students will be expected to develop ideas in sentence form and write ordered, developed and related paragraphs. They will be responsible for using appropriate sources to correct spelling, grammar, and punctuation and to add interest to their writing by varying sentence structure, length, and word choice.

Process writing: the types of writings that the students will experience are outlined in the Curriculum guide. Within the scope of these writings, students will do the following:

- respond to the literature they are reading
- use ideas generated in prewriting to aid in drafting and write one or more drafts
- demonstrate an understanding of audience and purpose in writing
- take responsibility for the content and correctness of their own writing
- work independently and with others to revise and edit their own writing and the writing of others
- recognize and resolve problems of clarity, organization, sentence patterns, form, content, language choices, and documentation of sources
- use appropriate technology resources to locate information, paraphrase, and summarize for note taking
- submit writing for publication when appropriate.

SOCIAL STUDIES

REQUIRED 1 YEAR

United States History - Growth and Development

Following the state's scope and sequence model for social studies, students in grade 8 will focus upon United States history, beginning with a brief review of early history, including the Revolution and founding era and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction.

Standard 1: History

Students will examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Standard 2: Civics and Government

Students will explain the major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how three branches of government share and check power within our federal system of government.

Standard 3: Geography

Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, as well as each of the states, capitals and major cities, and will use geographic skills and technology to examine the influence of geographic factors on national development.

Standard 4: Economics

Students will identify, describe, and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

SCIENCE UNITS

REQUIRED 1 YEAR

Students in eighth grade study atoms, elements, compounds and molecules; and the relationship between atomic structure and chemical properties. They study the water cycle and the role of the sun's energy in driving this process. Students investigate how genetic information is transmitted from parents to offspring. Students study the physical properties of natural and engineered materials.

Describe how atomic structures determine chemical properties and how atoms and molecules interact.

Explain how the sun's energy heats the air, land and water and drives the processes that result in wind, ocean currents and the water cycle.

Describe how human activities have changed the land, water, and atmosphere.

Understand the predictability of characteristics being passed from parents to offspring.

Explain how a particular environment selects for traits that increase the likelihood of survival and reproduction by individuals bearing those traits.

Identify the appropriate materials to be used to solve a problem based on their specific properties and characteristics.

MATHEMATICS

Middle School Curriculum

MATH PLACEMENT IS BASED ON A PHILOSOPHY OF MASTERY AND CONTINUOUS PROGRESS. STUDENTS WILL BE ENROLLED IN THE MATH CLASS WHICH IS MOST APPROPRIATE TO HIS/HER LEVEL OF LEARNING.

Mathematical Practices

All math courses will strive to connect the following mathematical practices with mathematics content. The Mathematical Practices are noted here, as outlined in Indiana Common Core Standards for Mathematics. Students will work to improve in:

- 1. *Make sense of problems and persevere in solving them.***
- 2. *Reason abstractly and quantitatively.***
- 3. *Construct viable arguments and critique the reasoning of others.***
- 4. *Model with mathematics.***
- 5. *Use appropriate tools strategically.***
- 6. *Attend to precision.***
- 7. *Look for and make use of structure.***
- 8. *Look for and express regularity in repeated reasoning.***

Mathematics Content Highlights

Highlights of course topics are given below for the three middle school math courses taught at Summit Middle School. For additional detail about the concept areas, visit *The Learning Connection - Indiana Standards Print Library* at the following link:
<https://learningconnection.doe.in.gov/Standards/PrintLibrary.aspx>

In **Grade 6**, instructional time will focus on four critical areas:

- (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
- (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;
- (3) writing, interpreting, and using expressions and equations; and
- (4) developing understanding of statistical thinking.

In **Grade 7**, instructional time will focus on four critical areas:

- (1) developing understanding of and applying proportional relationships;
- (2) developing understanding of operations with rational numbers and working with expressions and linear equations;
- (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and
- (4) drawing inferences about populations based on samples.

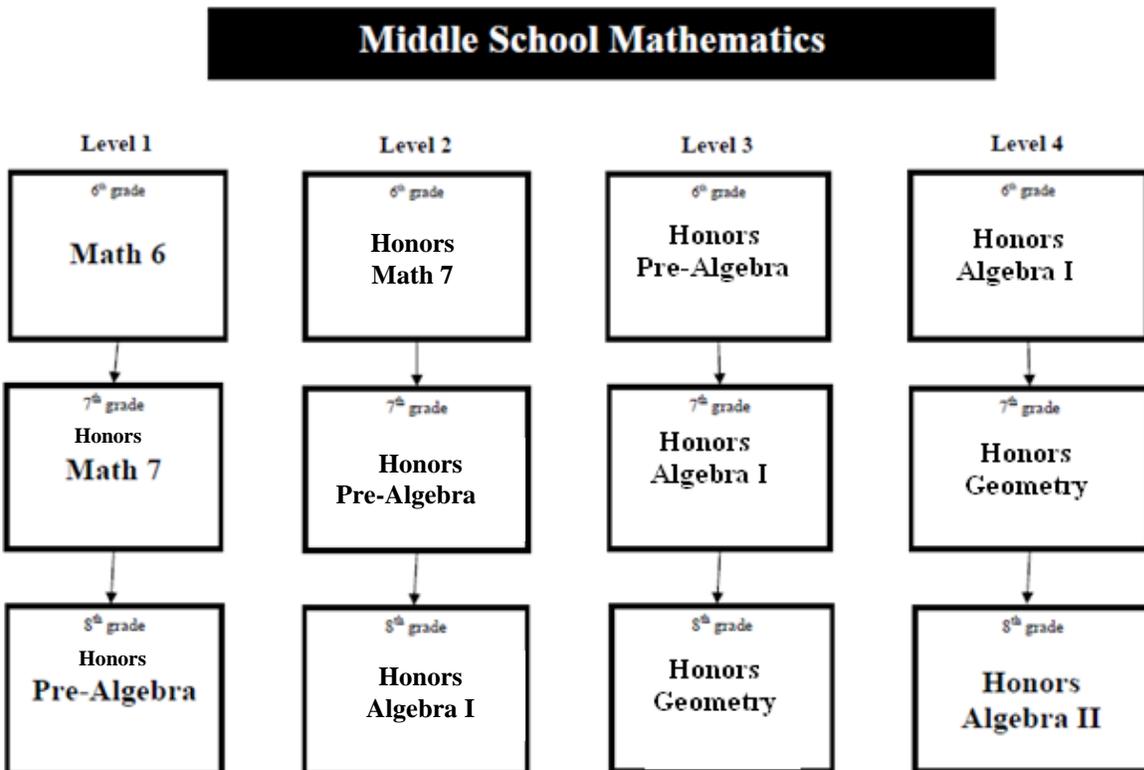
In **Grade 8**, instructional time will focus on three critical areas:

- (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;
- (2) grasping the concept of a function and using functions to describe quantitative relationships; and
- (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

In addition to the middle school math courses, middle school students may be enrolled in high school level mathematics classes before formally enrolling at Homestead High School. Students who complete both semesters, earning above a B- or higher in the course, will earn high school credit and the grade will be calculated into the high school grade point average* (*This affects students in Algebra 1, Geometry & Algebra 2*).

**Please note that both semesters must be completed before receiving high school credits or grade and the policy here is connected to School Board Policy 5160: Middle schools students coming to Homestead High School from SACS middle school feeders may take high school level courses before formally enrolling at Homestead. Students who complete both semesters of a course will receive high school credit and grades that will be calculated into the high school grade point average. Requests to remove high school credits and grades for courses taken in middle school must be submitted to the Registrar no later than March of the student's freshman year. Exceptions considered may be considered.*

The flow chart below illustrates the path an incoming 6th grade student will travel through mathematics depending on the entry level math course.



Team/Tech Time

REQUIRED 1 YEAR

Team Time is a unique experience where all students on a team and the four/five core teachers on the team have a class together at the same time, along with two computer technology teachers. Team Time offers an opportunity for core area teachers to further enrich their curricula and provide deeper focus on each content area's most important standards. It is extended, flexible learning time where teachers deliver cross-curricular, engaging, project-driven units, and the time also provides students an immersive technological experience. The computer technology teachers work closely along with the team's teachers in order to provide students integrated computer instruction which coincides with the projects on which the teams are working.

During this "Tech" portion of Team Time, students work to master a variety of informational technology standards involving computer coding; file management; typing skills; digital photo, video, and audio editing; spreadsheets; presentation; and effective communication and collaboration through the digital environment. Additionally, students will engage in Project Lead the Way (PLTW) computer science curriculum during the 6th, 7th, and 8th grade years in Team Time.

PHYSICAL EDUCATION

REQUIRED 1 SEMESTER

It is a goal that students are convinced that being healthy is a requirement for a long and happy life. Students are introduced to a variety of sports and activities that will help them remain active for life. **This course meets daily for 1 semester.**

Emphasis on personal physical fitness will be our core, while teaching over 11 sports and games in detail. Approximately half of the time per unit will be devoted to skill development, while half of each activity will be play and game situations. Advanced skills and drills will be used in the sports in which students have already been taught basic skills. Sports are organized into six team activities and six individual/lifetime activities. Written work will be done in the form of unit tests, physical fitness worksheets, and writing assignments.

During the school year students will have the opportunity to participate in....

- Badminton
- Basketball
- Dance
- Fitness tests
- Flag Football
- Gymnastics
- Soccer
- Softball
- Team Handball
- Tennis
- Track and field
- Volleyball
- Weights

SKILLS FOR ADOLESCENCE/CAREERS

REQUIRED 1 SEMESTER

***8th Grade Skills for Adolescence/Career Students will:**

- Develop an awareness for the negative effects of tobacco, drugs, and alcohol
- Build positive drug resistance techniques
- Complete a minimum of two hours community service outside of class and write a reflection paper
- Become aware of different occupations and their contributions
- Become informed about current employment opportunities and how these relate to educational achievement in school
- Identify how jobs and careers are related to one's interests, needs, skills, and opportunities and that occupations are not limited by gender
- Understand the benefits which result from school performance and maintaining a positive attitude towards work and learning
- Take part in assessment of own individual interests and aptitudes to better plan high school courses
- Develop and follow a monthly budget.
- Research and understand the actual "costs of living" for the basic necessities of life.
- Develop and demonstrate personal responsibility for learning and self-management.
- Think creatively, analyze tasks, and solve problems.

WORLD LANGUAGES

1 YEAR ELECTIVE

(Please be advised that the SACS School Board has a policy that affects middle school students enrolled in high school courses. Specifically, policy 5160 affects students in Honors Algebra 1, Honors Geometry 1, Honors Algebra 2, and all world languages.)

5160 - Credit for High School Courses Taken at Middle School

Middle school students may take high school level world language classes before formally enrolling at Homestead. Students who complete both semesters of a course may request high school credit and **a grade which will be calculated into the high school grade point average.**

Please note that both semesters must be completed before receiving high school credits or grades. This is particularly important to world language students since middle school world languages are taught as a one-year course that are split into two years. **This means that the entire year of 7th grade world language class is the first semester, and the entire year of 8th grade world language class is the second semester.** Therefore, if your student drops out of world language after the 7th grade year, **no credit will be transferred to the high school.**

8- FRENCH

8-SPANISH

These courses open with a systematic review of the introductory second language and culture taught in the first year. Increased emphasis is placed on pronunciation and intonation patterns and more of the basic grammatical structures of the language in order to develop listening, speaking, reading and writing skills that will allow the student to communicate on an elementary level. Learning is enhanced by using technology for classroom instruction and global communication.

Students will become increasingly familiar with the culture of the world.

As a result of these courses, students will learn how to communicate effectively in the second language while gaining an understanding of that culture in relationship to their own. Concurrently, they will learn to appreciate the value of additional language learning in an increasingly interdependent global society.

Hopefully, this experience in second language learning will be one of the most interesting, appealing, and long-lasting of a person's life and may even lead to an exciting career.

8-Latin

Students continue to learn Latin vocabulary and syntax. Students will be able to read and write "created" Latin with increasing ease. Cultural, historical, and mythological topics will be interwoven with the language presentation and supplementary readings. Goals stressed in this course include improving the students' understanding of both Latin and English sentence structure, enhancing vocabulary, and discovering the many facets of Roman tradition found in our own culture.

CHOIR

1 YEAR ELECTIVE

8th Graders in choir begin the year with a review of the basics which were covered in the 6th and 7th grade. However, they do not need to be a member of choir in 6th or 7th grade in order to be in it as an 8th grader. 8th Grade Choir is a full year course which focuses on basics of proper singing technique as well as music literacy and music appreciation. Students review how to read a musical score and to follow their own vocal part in the music. Musical signs and symbols, identification of notes and exposure to different styles of vocal music are all included in the course of study. Students continue to build on sight singing skills as well as rhythmic reading. Students become more independent music readers and develop a more sophisticated music vocabulary.

Students will perform in a concert once a quarter featuring a wide variety of music, solos, instruments, and dance. Attendance at all concerts is a mandatory part of the choir grade. As an eighth grade choir member students attend choir contest, which takes place on one Saturday in March. Students will also have the opportunity to join us on our 8th Grade choir field trip. In past years we have seen Broadway Musicals all over the midwest. A student's grade is determined by performance, in class assessments, and practice assignments.

Those students who are interested in further opportunities to sing are encouraged to try out for the after school Select Choir and our Spring Musical. Many students also participate in Vocal Solo and Ensemble Contest and Circle the State with Song.

BAND

1 YEAR ELECTIVE

The students in the Eighth Grade Band will continue to improve on their basic music skills. Students have the opportunity to participate in solo and ensemble contests, participate in area honor bands and even try out for the All-State Honor Band. The Eighth Grade Band has consistently received a 'superior' rating at ISSMA contest and has competed and often finished in the first or second place at the Six Flags Music Festival in St. Louis, Mo. This fun trip is a great way to finish up the school year!

* Students who did not participate in 7th grade band may enroll only with permission from the band instructor.

ART 8

1 SEMESTER ELECTIVE

This course will allow the students to pursue ideas in more depth. The students will study in more depth the achievements of artists throughout history, as well as strengthen understanding of dimensional drawing. This class is meant for the more serious art student. Students will apply knowledge from prior levels, with greater emphasis on craftsmanship, level of difficulty, mastery of media, originality, and skill development. Students will create many projects through the use of various types of media such as: yarn, watercolor pencils, pencils, wire, paper mache, and clay. The Art Curriculum is based on the required Indiana State Standards for Art.

PEER TUTORING

1 SEMESTER ELECTIVE

(Instructor Approval)

Peer Tutoring:

Purpose: Through peer tutoring, students help others take notes, do projects, stay organized, understand directions, and review for tests.

Students may be assigned to work in a core or elective class with another student. Many tutors work in study halls to support peers and teachers.

Students will be graded on the following:

1. Participation/attendance
2. Weekly journal entries
3. A 5-paragraph book report on a disability (1st 9 weeks of the course)
4. A reflection on the peer tutor experience (2nd 9 weeks of the course)

Engineering Technology 8

1 SEMESTER ELECTIVE

Automation & Robotics

PLTW-GTT Automation & Robotics

In this Project Lead the Way semester course students will trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform along with Robot-C software to design, build and program real-world objects. Students will study robotics and gain experience as a mechanical engineer, electrical engineers and computer programmers. Students will start their robotics experience creating traffic lights, toll booths and cranes. Then the course work dives deeper and projects such as programmable assembly lines and wireless programmable mobile robots will be undertaken.

JAZZ BAND

1 SEMESTER ELECTIVE

The Jazz Band class is a semester elective open to eighth grade band students who want to learn about and play jazz, rock and latin styles of music. The class is performance oriented and students have fun learning about and playing many styles of music. Student will also learn how to play improvised solos. Jazz members perform in a variety of concerts. This class is open to band students and students who play piano guitar or bass guitar at an 8th grade level. If you play piano, guitar or bass guitar and you are not a part of the band class, you need to see the band director to pick up some audition music.

MUSIC KEYBOARDING

1 SEMESTER ELECTIVE

This semester class is open to all seventh and eighth grade students. No piano experience is necessary. Students will have the opportunity to learn how to play songs at their own pace. Whether you are a beginner or an advanced piano student, there is a spot for you in our class. Students will have the opportunity to create their own music using the computer and music software. All students will need to provide their own headphones or earbuds. You will have fun learning about music with this hands-on class.

Computer Assistant

1 SEMESTER ELECTIVE

(Instructor Approved)

Purpose: To provide computer assistance to teachers and students.

Grades: A letter grade will be earned based on performance in the following areas:

- quality of assistance provided
- daily journal entries
- participation and attendance

Duties:

- provide support to teachers and students
- collaborate and communicate with teachers and peers
- identify and define technology obstacles (problems)
- design and implement solutions to technology obstacles (problems)

Non-Traditional Literature

1 SEMESTER ELECTIVE

(May be taken once during 7th & 8th grade.)

This semester-long elective course for 8th graders explores a variety of literary subjects that often get passed over in the more traditional language classes. Students study three main areas: humor, drama, and graphic novels. Each of these sections will provide many opportunities for participants to read great examples and to create some of their own. This course is designed to interest a variety of learners, from those students who typically enjoy literature classes to those who thought they never would.

SCIENCE: AN IN-DEPTH STUDY

1 SEMESTER ELECTIVE

(May be taken once during 7th & 8th grade)

Course Description:

An academically challenging elective science class designed to provide students with an opportunity to further inquire, investigate and apply science concepts via discussion, demonstration, hands-on-labs, small group activities and computer technology.

Some of the Possible Areas of Study

Simple Machines
Chemistry
Alternative Energy
Environmental Science

Electricity and Magnetism
Product Testing
Forensic Science

CURRENT PROBLEMS, ISSUES, AND EVENTS

1 SEMESTER ELECTIVE

(May be taken once during 7th & 8th grade)

Current Issues gives students the opportunity to study significant local, national, and international events.

Course Objectives

- * Students will learn about and explain the significance of important local, state, national, and international current events.
- * Students will be able to identify and summarize the key parts of a story after reading an article or watching the news story.
- * Students will analyze and evaluate important current issues and defend their opinions with evidence.
- * Students will make connections between current events and their own daily lives – including how the events affect them personally and the lessons they can learn from current events.
- * Students will be able to effectively communicate their ideas and opinions both orally and in writing.

COMMUNICATIONS

1 SEMESTER ELECTIVE

(May be taken once during 7th & 8th grade)

Students in this course will find an authentic place to communicate through public speaking in the form of analytical reasoning games, a play production, reflective writing and journaling, routine speeches, rebuttal and cross-examination debates, pen-pals, a school publication, and investigations and interviews about local charities, nonprofits, and causes that are of interest to each student.

The communications elective consists of the implementation of speech, drama, listening, reasoning, and technology skills interwoven to enhance self-esteem, creativity, and peer group involvement which can be carried into real life situations.

Goals

- Through a regular routine, become proficient at writing for different purposes and audiences.
- To confidently apply public speaking strategies to a range of tasks, purposes, and audiences.
- To improve analytical reasoning and critical thinking skills through game and debate.

PERSONALIZED LEARNING BLOCK

1 SEMESTER ELECTIVE

This semester class is open to seventh and eighth grade students. *Personalized learning* is the tailoring of curriculum and instruction by learners or for learners in order to meet needs and/or passions. PLB is a course that uses personalized learning and technology to offer an experience Summit does not otherwise provide in other courses. PLB students are provided a significant amount of autonomy, thus they will have the opportunity to create an experience that is uniquely their own. In addition to the specific knowledge and skills related to the area of study, 21st century skills such as collaboration, communication, creativity, and critical thinking will be the primary learning objectives for the course that students develop through their unique work. Students can expect to follow a structure where they develop a plan for their focus of study, meet regularly with their teacher and other students to share progress and receive feedback, and present their completed work to students, teachers, and parents at a “Fair” after school hours. PLB may feel like an independent study topic of interest for students. Examples may include the study of a world language Summit does not offer, an artistic endeavor, or a deep dive into a topic of great passion (possibly computer programming, creative writing, or conducting research on a historical event). Costs/materials associated with a student’s area of study will be the responsibility of the student. PLB requires students to demonstrate significant independence and grit in working towards a long-term goal. Thus, there is an application process. See the course selection sheet for more information.

Journalism

1 SEMESTER ELECTIVE
(May be taken once during 7th
& 8th grade)

Students in this class are responsible for producing the school digital newspaper, digital magazine, and other school publications. Skills learned include interviewing, photography, page layout, page design, editing, and writing various types of articles including general news, features, sports, and editorials.