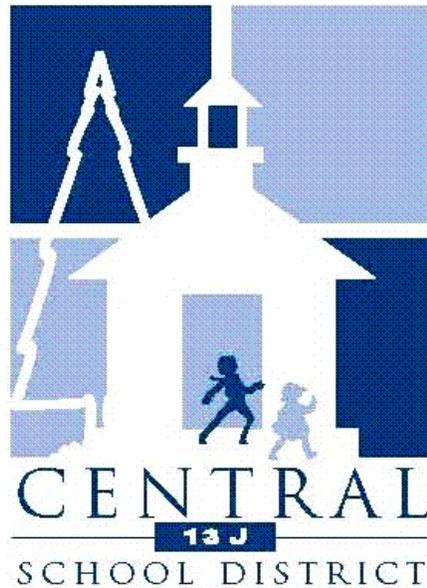


2016 – 2018

Course Catalog

Talmadge Middle School



Grades 6 – 8

Course Descriptions

Central School District 13J

6 – 8 Middle School

Course Description Catalog

2016 – 2018



Talmadge

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Introduction

Dear Parents & Students,

Welcome to Talmadge Middle School! It is our goal that every student who completes middle school be prepared to succeed in high school and beyond. To prepare for the future, there's no substitute for a solid and broad education.

Talmadge's course offerings are designed to ensure students not only meet state proficiency standards, but also to prepare every student to meet the challenges of advanced classes offered in high school. Middle school grades and challenging coursework are essential to creating increased opportunities for students in their future. Students should plan their courses carefully with their parents, selecting electives and considering advanced classes when available to better prepare for their future. We are committed to providing every student with the instruction and support they need to succeed at Talmadge and beyond.

General Information

This guide has been prepared to assist you in understanding and planning your academic program for middle school. Talmadge offers an instructional program that stresses academic achievement, increasing levels of academic challenge, and increasing expectations for student responsibility and accountability. Curriculum and instruction are designed to develop and assess student-demonstrated growth in learning, critical thinking, problem solving, applying math and science concepts and processes, using technology, understanding positive health habits, and effective use of language to communicate and access information. The six-period curricular program includes required core classes as well as a variety of exploratory and elective options. We encourage students as they select classes to think ahead about the sequence of courses they might want to take in high school.

Special Requests: Due to the following circumstances requests for specific teachers will not be granted:

- The need to balance numbers and student academic needs.
- Potential changes in the master schedule (addition or elimination of class sections)
- Changes in staff assignments.
- Scheduling difficulties with specialty classes.

If there are extenuating circumstances related to your child's learning style and needs, please submit your concerns in writing to the Talmadge office by June 1st.

MIDDLE SCHOOL REQUIREMENTS

The course, essential skill, and academic performance requirements for the successful completion of middle school are explained in the following sections.

Courses Requirements

- Three years of English Language Arts
- Three years of Mathematics
- Three years of Science
- Three years of Social Studies
- Health Education 3 Quarters
- Physical Education 1 Semester per year
- Up to three years of assigned Literacy – if the student has not met reading proficiency standards.

Essential Skills

In addition to middle school course requirements, students are expected to demonstrate proficiency in specific “essential skills” within their classes and school community. The following skills are critical for each student's future success in high school and post-secondary education:

- *Read and comprehend a variety of text*
- *Write clearly and accurately*
- *Listen actively and speak clearly*
- *Apply mathematics in a variety of settings*
- *Think critically and analytically*
- *Use technology to learn, live and work*
- *Demonstrate civic and community engagement*
- *Demonstrate personal management and teamwork skill.*

Performance Standards

The state establishes grade level academic performance standards that all students are expected to meet. Performance levels are measured through state testing which students will be participating in throughout the school year. The following are the performance standards for each grade level by subject tested:

2016-2018	6	7	8
Reading	2531	2552	2567
Mathematics	2552	2567	2586
Science			235
Writing		40	
Social Studies			No Test

Personal Education Plans

Every middle school student is expected to develop and regularly review a Personal Education Plan (PEP). Plans will include personal academic goals developed by students and their parents, goal progress reviews, academic progress charts, progress on state performance standards, preliminary high school planning, and career interest information. Students will develop and update their plans annually during conferences in the fall.

STUDENT ACCOUNTABILITY – “Middle School Counts!”

Students will be held accountable for their middle school performance. All students are expected to successfully complete all course requirements, demonstrate essential skills, and meet grade level academic proficiency standards. Students who experience difficulty doing this will be assigned to tutoring and/or placed in an academic support class that runs either during the school day, after school, or in the summer so that they can receive the additional academic assistance necessary for successful achievement of all middle school requirements.

ACADEMIC SUPPORT PROGRAM

Talmadge’s academic support program is designed to provide targeted, structured intervention to students in need of academic assistance to be successful in core classes or to meet academic proficiency standards. The design of each student’s academic support program is determined by the school. Support could take the form of in-class support during the period the student is experiencing difficulty, after-school support, specialized classes, and/or a summer school program. Talmadge provides a

60 minute tutorial Tuesday, Wednesday, and Thursday immediately after school. Students may attend on a voluntary basis, or be assigned if they are failing any courses.

GRADING & REPORTING

The academic school year at Talmadge is divided into four 9 week grading periods. Courses vary in length from 9 weeks to one year. At the end of each grading period students will be issued a grade report. Most grades on the reports will be progress grade, but courses ending at the time of a Grade Report will receive a final grade. Reports will reflect student work toward meeting specific academic standards for the course in the form of proficiency grades and letter grades, as well as the student’s study and classroom behavioral habits. Parents may request informal progress reports for specific classes by contacting teachers directly.

CONFERENCES

Talmadge conferences are held in both Fall and Spring. Talmadge conferences are “student-led conferences.” Students are given the responsibility for leading their parents through the conference – students present a portfolio to their parents that contains progress and work samples from each class, progress on state testing, draft academic goals, and their personal education plan. At the conclusion of student-led conferences parents will also be given the opportunity to meet if individual teachers.

HIGH SCHOOL CREDIT

Middle school students can earn high school credit for specific high school level courses offered in middle school. Talmadge currently offers two high school math classes, Algebra I and Geometry. To earn high school credit, students must demonstrate mastery of the specific course standards.

***All final grades for Algebra and Geometry classes taken at Talmadge will appear on students’ high school transcript, and will be used to calculate grade point averages used to determine class rank and potential scholarships.

NOTE

Course offerings described in this catalog are anticipated, but are not guaranteed. Student enrollment, needs, district budget, and elective choices will impact course offerings for the coming school year.

LOOKING AHEAD TO HIGH SCHOOL

A fundamental goal of middle school is to prepare every student to be academically successful in high school. Students should keep in mind the high school course and graduation requirements as they plan their middle school schedules with their parents.

GRADUATION REQUIREMENTS

Please note: These are the **minimum** graduation requirements set by the state. The Central School District has additional requirements. Please check with Central High School to confirm graduation requirements.

Class of 2021 >

Credit requirements – 24.0 credits

Language Arts – 4 credits

Mathematics – 3 credits at Algebra I and above*

Science – 3 credits

Social Sciences – 3.5 credits

The Arts, and/or Second Language – 2 credits

Physical Education – 1 credit

Health Education – 1 credit

Computer Science – 1 Credit

Electives – 5.5 credits

Additional Graduation Requirements

Pass state reading, math, and writing assessments or demonstrate equivalent proficiency levels.

University Admission Requirements

Students planning on attending college should note that the Oregon University System has additional credit requirements for admission:

- Foreign Language - 2 Credits (in a single language)
- Extra math, science, and computer classes are recommended, as are Honors classes.

Central School District adopted the SpringBoard Program as the core curriculum for English Language Arts grades 6 – 12.

SpringBoard is a unique, comprehensive program that enables students to build the skills and understanding they need for success in advanced high school courses and college-level work. This powerful program provides rigorous English Language Arts lessons for students in grades 6-12.

The SpringBoard English Language Arts program provides rigorous instruction with proven learning strategies that develop your students' critical thinking capabilities. The program includes seven levels, covering middle school through high school.

Each level features:

- Standards-based instruction that reinforces content
- Accessible activities that add rigor to content and to learning expectations
- Defined learning strategies that help students learn "their way" and gain the critical thinking skills needed for academic success
- Multiple opportunities for student collaboration, writing, and presentation
- Portfolio activities that measure student growth over the school year
- Built-in assessments that allow students to demonstrate their ability to use appropriate learning strategies and apply their skills

**6TH GRADE LANGUAGE ARTS 160/161
ELA
Length: 1 Year**

**Prerequisite: 6th Grade Standing
2 Period Block Class – Literature and Composition**

This course examines the concept of CHANGE. Students begin to connect their experiences with change to the text they read. Writing will focus on paragraph format with sophisticated topic sentences, narrative writing, letter writing and character analysis. Students will learn and practice reflection, revision, research and persuasive writing. Students write for a variety of purposes with an emphasis on development of writing as a process in research and literary analysis.

**7TH GRADE LANGUAGE ARTS 170 ELA
Length: 1 Year
Prerequisite: 7th Grade Standing**

This course examines the concept of CHOICE. Students are introduced to the concept of choice and the consequences of those choices through analytical study of a variety of texts. Writing will reinforce skills learned in 6th grade while stressing analysis of their writing others. Students will develop voice, sentence fluency, editing vs. revision, and appropriate conventions.

**8TH GRADE LANGUAGE ARTS 180 ELA
Length: 1 Year
Prerequisite: 8th Grade Standing**

This course examines the concept of CHALLENGE and the academic skills necessary for students as they transition to high school. Students are introduced to the types of challenges people face as they study a variety of texts. Writing will focus on sentence combining, transitions, paraphrase, summary, thesis, introductions, conclusions and proper use of quotations taken from text. Students will practice narrative, expository, and persuasive writing.

6th GRADE MATH 760 MAT

Length: 1 Year

Prerequisite: Mastery of 5th Grade Math Standards

This course includes the topics listed below with an emphasis on engaging problems. Students will learn to observe and generalize patterns and relationships, a process vital to acquiring a solid understanding of mathematical ideas. Units will cover:

- Number Theory: primes, composites, factors, and multiples.
- Data Investigation: formulating questions, gathering data, organizing and analyzing data, and making decisions.
- Rational Numbers: computation using fractions, decimals, and percents.
- Measurement.

7th GRADE MATH 770 MAT

Length: 1 Year

Prerequisite: Mastery of 6th Grade Math Standards

Math II focuses on computation and estimation with an introduction to proportions and linear relationships. Students will review and build on the information learned in 6th grade mathematics. The emphasis will be on strengthening skills and making connections to real life.

8th Grade Math 780 MAT

Length: 1 Year

Prerequisite: Mastery of 7th Grade Math Standards

Pre-Algebra is a class that focuses on preparing students for an in-depth study of algebra. It is designed for students with reasonably good computational skills who are ready to work at a faster rate and study concepts in more depth than is covered in 7th grade. Students in this class have already met the seventh grade benchmark and are working toward the eighth grade benchmark. This course will put students on

track to begin to get high school credit for future math classes

ALGEBRA I 791 MAT

Length: 1 Year

Prerequisite: Mastery of 8th Grade Math Standards

Algebra is a class that begins an intense, in-depth study of many algebra concepts ranging from solving algebraic equations, linear and non-linear equations to the quadratic formula. It is designed for students with good computational skills who are ready for advanced course work. Students in this class are strong math students with good study habits. They are ready to begin working toward the 9th grade benchmark. This is the first class they can take at Talmadge for high school credit if they earn a B or higher.

GEOMETRY 792 MAT

Length: 1 Year

Prerequisite: Successful Completion of Algebra I

Geometry is a class that explores concepts in geometry through discovery learning. Students explore properties of geometric shapes, build and test conjectures and hypotheses, and learn how to write traditional proofs. It is designed for students with exceptional computational skills who are ready for advanced course work. Students in this class are strong math students with good study habits. They are ready to begin working toward the 10th grade benchmark. This is the second class they can take at Talmadge for high school credit if they earn a B or higher.

Science

Descriptions

6th Grade Science **860 SCI**
Length: 1 Year
Prerequisite: 6th Grade Standing

This is an introductory science class focused on physical science. Students will explore the following areas of physical science: properties of matter, force, and energy.

7th Grade Science **870 SCI**
Length: 1 Year
Prerequisite: 7th Grade Standing

Students in 7th grade life science we will be introduced to and use the scientific method and the inquiry process. Students will investigate the characteristics and needs of living things. Among other life science topics, we will study cell biology, plants, invertebrate and vertebrate animals and ecology. In the spring students may complete a project on a major biome. Students will be introduced to a variety of science tools and equipment while performing laboratory experiments.

8th Grade Science **880 SCI**
Length: 1 Year
Prerequisite: 8th Grade Standing

Students will be introduced to the topic of Earth Science, which covers the areas of geology, meteorology, astronomy, and oceanography. This course will emphasize the geological and meteorological processes that shape the Earth's surface. Topics covered include weather and climate, minerals and rocks, erosion, plate tectonics, geological history, and astronomy. Students will gain an understanding of the scientific method, measurement, and lab safety. The students will participate in lab activities and

Middle

School Course



class
promote

the
Students will complete a work sample that deals with science inquiry. Labs, lectures, discussions, and research projects will be used to help students gain a thorough understanding of Earth Science.

discussions to
learning and
understanding of
concepts covered.

SOCIAL STUDIES 6 560 SST

Length: 1 Year

Prerequisite: None

Students will utilize readings, research, discussion, and writing explore and express the lasting historical influence of several ancient civilizations of the world had on modern society.

SOCIAL STUDIES 7 570 SST

Length: 1 Year

Prerequisite: None

In the Geography course students will explore our world's regions utilizing the six essential elements of geography: The World in Spatial Terms; Places and Regions; Physical Systems; Human Systems; Environment and Society; and, The Uses of Geography. World history will be integrated into the exploration of the different regions of the world; as students explore specific regions, they will examine the lasting influence that ancient civilizations within the regions had upon the political, economic, and cultural landscape of the modern world. Through regular study and discussion of current events, students study public issues of global significance in these regions and work to resolve them through analysis, discussion, and writing.



UNITED STATES HISTORY 580 SST

Length: 1 Year

Prerequisite: 8th Grade Standing

The eighth grade program is a study of the “Epic America”, the development of the United States as a strong and free nation. Students will examine the following content: European exploration and colonization, the American Revolution, the founding of the American government, westward expansion, the civil war, and reconstruction. This study will examine the people, places and events, which helped to make our country what it is today. Throughout the year, multicultural perspectives will be integrated with geographic, constitutional, and economic themes, with the goal of engaging the students in the historical, ethical, and political controversies that have changed the course of history.

Health & Physical Education

PHYSICAL EDUCATION 6, 7, & 8

962 HPE / 972 HPE / 982 HPE

Length: 1 Semester

Prerequisite:

The goal of the middle school Physical Education program is to provide opportunities for students to acquire the knowledge and skills necessary to become a physically healthy, active, and educated person. Students will learn to appreciate and understand the value of physical activity and its relationship to a healthy, active lifestyle. Students will participate in a variety of physical fitness activities in order to obtain their optimal level of physical fitness. Students will also develop the skills and knowledge necessary to participate successfully in a variety of physical lifetime activities, and team and individual sports. PE class will emphasize improving individual fitness levels, safety, cooperation, and sportsmanship. Students are required to “dress down” in PE clothing.



Health Education

The goal of the middle school health education program is to prepare students to make healthy decisions and take healthy actions on matters concerning personal, family and community health. Its goal is for students to become health literate (the ability to obtain, interpret, and understand basic health information and services) and to use such information and services in health-enhancing ways. The health education standards are identified as Health Skills in nine conceptual areas (alcohol, tobacco and other drug use prevention; prevention and control of disease; promotion of environmental health; promotion of healthy eating; promotion of mental, social, and emotional health; promotion of physical activity; promotion of sexual health; unintentional injury prevention; and violence and suicide prevention.)

HEALTH 6

961 HPE

Length: 9 Weeks

This course will focus on the promotion of the following specific health skills:

- Accessing home, school and community resources to meet specific health and safety needs.
- Using strategies to promote health and prevent unsafe situations.
- Analyzing influences on health and well-being.
- Advocate to self, peers, family and community members the benefits of health and safety-enhancing practices.
- Use of goal setting for long and short-term goals for healthy living.
- Explain and practice environmental health.

The course will also include the GREAT program. The GREAT (Gang Resistance Education & Training) Program is a violence prevention curriculum that teaches students the important skills to help them avoid gangs, violence, drug abuse, and crime. GREAT is taught 1 day per week by members of the local law enforcement departments.

HEALTH 7**971 HPE****Length: 1 Semester**

The 7th grade health class will focus on: alcohol, tobacco, and other drug use prevention; prevention and control of disease; violence prevention; and, promotion of healthy dietary habits and personal fitness. Skills include:

- Demonstrating effective communication, peer resistance, assertiveness and conflict resolution skills.
- Describing the benefits of a tobacco and drug-free environment.
- Demonstrating refusal skills related to the use of alcohol, tobacco, inhalants, and other drug use.
- Describing and demonstrating personal health care practices that prevent diseases.
- Describing and practicing healthful nutrition.



BAND 6, 7

360 BND / 370 BND

Length: 1 Year

Note: Requires instrument

This band is for intermediate and beginning students. The class will focus on learning the fundamentals of music reading and execution. There is one required concert per trimester, which makes up 1/3 of the total grade in the class. Students are expected to practice outside of class for homework.

BAND 7, 8

370 BND / 380 BND

Length: 1 Year

Note: Requires instrument

This band is for students acquiring more advanced skills in music. The class will focus on further developing the fundamentals of music making, as well as delving into band repertoire. There is one required concert per trimester, making 1/3 of the grade. Students are required to practice outside of class for homework.



CHOIR 6, 7, 8

361 CHR / 371 CHR / 381 CHR

Length: 1 Year

Prerequisite: None

This is a performance-based choir which requires day and evening performances as an extension of classroom activities. Students will learn to sing a variety of choral music and styles. Through daily rehearsal, various musical concepts are taught with an emphasis on vocal techniques and specific performance singing skills. As students demonstrate their growth as ensemble choral singers they will be given more opportunities for small group and solo singing.

TAMADGE SINGERS

301 CHR

Length: 1 Year

Prerequisite: Audition

This is an enrichment course in vocal ensemble performance taken concurrently with a full choir class. This course is for students who demonstrate excellent choral skills and have been auditioned and selected by the instructor. Evening and outside of class school performances are required.



ART 6 362

ART Grades : 6

Length: 9 Weeks

Note: May be repeated

In this introductory course students will explore a variety of media that may include drawing, painting, sculpture, printmaking, and clay. Students will investigate and create works of art using the elements and principles of design and techniques in color, shading and form.

ART 382ART

Grades: 7/8

Length: 1 Semester

Prerequisite: None

Art II allows students to further develop their skills, techniques and vocabularies introduced in Art I with lessons in color, shading, and form.

LEADERSHIP 010 LED

Length: 1 Trimester

Prerequisite: Application, Meeting Grade Level Standards

Notes: May be repeated; not available 1st trimester to 6th & 7th grade students.

Our student leadership program will be based upon a service-learning model which integrates meaningful community service with instruction and reflection. We will provide a structured time to enable the students to research, plan, and organize projects which they have identified as needs in our community. Providing kids with the tools needed to empower them to give back to their community will have a tremendous impact on our student leaders, as well as the

Monmouth/Independence community. We look forward to serving our community. Students who wish to apply for the TMS Leadership program will need to have at least three positive character references from adults in the community.

“We make a living by what we get, but we make a life by what we give.” - Winston Churchill

WEB Leadership 011 WEB

Length: 1 Trimester

Prerequisite: Application; meeting grade level standards

WEB is a class for 8th grade students interested in learning how to be a school and community leader and mentor. WEB leaders are trained to mentor a small group of 6th grade students by providing social and academic support throughout the school year. WEB leaders create, plan, and facilitate a variety of small and large group activities as well as teaching life skills lessons in sixth grade classrooms. Students who wish to apply for the WEB program will need to have at least three positive character references and a completed application.

STUDY HALL 7 021 SSH

Grades: 7/8

Length: 1 Semester

Prerequisite: None

This class gives students the opportunity to complete homework assignments and get assistance on assignments from a teacher. Students will also be required to bring a book each day for reading and complete at least one Reading Counts book and pass a Reading Counts Test.

SERVICE LEARNING 012 LED

Grades: 7/8
Length: 1 Semester
Prerequisite: None

Students will work together to create, plan, and implement various service learning projects for the school and throughout the community. Students will learn about the importance of giving back to the community and how to have positive impact on other people's lives. Students will work in small groups or as individuals to brainstorm and plan their community service projects.

OFFICE AIDE 001 OAD

Length: 1 Semester
Prerequisite: Application, Meeting Grade Level Standards
Note: Graded Pass or No-Pass

The school office offers on-the-job training in general office skills and public relations. Students will pick up attendance slips, deliver messages, file, sort mail, and assist with school mailings. Students are expected to help students, staff, and visitors in a polite and courteous manner.

CLASSROOM AIDE 002 CAD

Length: 1 Semester
Prerequisite: Teacher Recommendation, Meeting Grade Level Standards, 8th grade standing.
Note: Graded Pass or No-Pass

Specific expectations of each student classroom aide will be defined by the teacher. Students will assist with record-keeping and other clerical duties, setting up of instructional equipment, and may be involved in some instructional activities as a peer tutor.

LIBRARY AIDE 003 LAD

Length: 1 Semester
Prerequisite: Teacher Recommendation, Meeting Grade Level Standards, 8th grade standing.
Note: Graded Pass or No-Pass

Library Aides will assist the library staff with book check in/out, re-shelving books and other library-related duties

PRIDE 018 LED

Grades: 7
Length: 1 Year
Prerequisite: None

P.R.I.D.E. teaches the skills needed to be successful in Middle School, High School and beyond. Students will learn organization skills, note taking skills, and study skills. Students will participate in study groups and tutorials receiving help in all courses. Students will explore future careers and participate in field trips exploring higher education options.

EPIC 017 LED

Grades: 7
Length: 1 Year
Prerequisite: None

A reading and SMART goal program for students who want to work hard to be successful in school and life. EPIC has three parts: REWARDS Reading Instruction which focuses on the most frequently used vowel sounds and word parts; Mental Karate which teaches students how to set goals and create an action plan for success; and, the Celebration of success for those students who achieve their reading and personal goals.

WORLD CULTURES 576 SST

Length: 1 Semester
Prerequisite: 7th or 8th Grade Standing

World cultures is for those students interested in learning about the cultures of other countries around the world. Students will define varying aspects of cultures, including creating their own culture, and learning about other cultures through a variety of activities and projects.

YEARBOOK/JOURNALISM 102 ELA**Length: 1 Semester**

This class is open to students who have met or exceeded the Oregon State Reading Test and who have an interest in writing news articles, photo journalism, political cartoons and comic strips. This class will produce a newspaper for publication and distribution throughout the school as well as the annual yearbook. It will also include a study of journalistic topics, such as the various news agencies, investigative reporting and reporters, famous journalists through time, muck raking, yellow journalism, etc. as well as creating a well-written lead, proofreading, editing, and grammar.

STEM: EXPLORE 800 SCI**Length: 1 Semester****Prerequisite: 7th or 8th Grade Standing**

This course is designed for students who are highly interested in science, and are interested in examining a wide variety of science related themes. Students will develop problem solving strategies and inquiry skills to design and build a variety of engineering projects using technology.

STEM: ROBOTICS 801 SCI**Length: 1 Semester****Prerequisite: 7th or 8th Grade Standing**

STEM Robotics provides students with an introduction to programming and building robots using LEGO Mindstorms EV3 kits. Students will learn to construct, control and program these robots through many investigative, hands-on activities.

Based on individual student academic needs and their ability to access the general curriculum, students may be placed in core academic classes taught by special educators. These classes provide specially designed instruction tailored to each student's individual needs, and are designed to enable students to achieve their individual goals and to meet state grade level standards.

Intensive Learning Center (ILC)

This instructional program provides specialized instruction in functional academics and life skills for students whose disabilities limit their ability to succeed in the regular classroom setting. The majority of core academic instruction is delivered within a self-contained classroom – students participate in elective classes with in class support provided by special education staff.

SAP (Structured Academic Program) Program

This instructional program is designed for students who experiencing social and behavioral difficulties that are preventing them from learning in regular classroom settings. The class provides opportunities for students to learn strategies to be successful in all school settings, and to work on academic skills in a small structured environment. Students are assigned to this program based on their individual needs through the IEP process, and may be placed in the classroom from one to five periods.