

8th Grade Course Selection Timeline

Date	Current 7 th Grade Students
February 22 through February 26	Teacher recommendation window
March 1 through March 5	Parents view teachers' recommendations for Core Subjects
March 8 through March 12	Student online course selection
March 15 through March 19	Guidance Counselor review
March 22 to March 26	All requests to change course selections and or recommendations must be submitted to the student's counselor during the window
March 29	Course change deadline

Purpose: The Course Selection Guide is to provide students and parents with descriptions of courses offered at the Coatesville Area Intermediate High School.

Level Recommendation Guidelines:

Honors:

Honors courses are designed for students to be enriched and participate in a more challenging academic pace. Honors courses reflect an increased interest and commitment to academic challenges. These courses are accelerated and provide a rigorous curriculum focusing on problem-based learning and collaboration.

Academic:

Academic level courses are designed for students who are learning at grade level. These courses provide students with skills and content knowledge aligned to grade level and state standards. These courses focus on collaboration and guided learning through various learning activities and instruction.

High School Credit is not offered for any 8th grade course.

PSSA Exams:

The annual Pennsylvania System School Assessment is a standards-based, criterion-referenced assessment which provides students, parents, educators and citizens with an understanding of student and school performance related to the attainment of proficiency of the academic standards. All 8th grade students will participate in the PSSA Exams in ELA, Mathematics, and Science.

Keystone Exams:

Keystone Exams are state-mandated, end-of-course tests which demonstrate students' proficiency in core subjects. Per the Pennsylvania Department of Education (PDE), beginning with the graduating class of 2022, students must score Proficient or Advanced on the Algebra I, Biology, and Literature Keystone Exams in order to receive a high school diploma. This is subject to change based on PDE requirements. Students will be granted multiple attempts, if needed, to score Proficient.

Guidance Counselor Assignments:

Mrs. Rodgers: Students with the last names beginning A-L (Rodgerst@casdschools.org) 610-383-3735 EXT. 61531.

Mr. Shirk: Students with the last names beginning M-Z (Shirks@casdschools.org) 610-383-3735 EXT. 61687

COURSES OFFERED

EIGHTH GRADE

English Language Arts
Math
Science
Social Studies

RELATED ARTS

Art
Band (s)
Concert Choir
Orchestra
Music Keyboarding
Family and Consumer Sciences
Physical Education
Spanish
French
German
STEM
Computer Applications
Keyboarding and Computer Applications
JROTC

EIGHTH-GRADE COURSES

8th GRADE ENGLISH LANGUAGE ARTS

Students will engage in a reading/writing workshop model with a focus on inquiry-based critical thinking skills through close reading in addition to questioning strategies, analytical writing, vocabulary development, journaling, and reflection. Students will focus on non-fiction and prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Critical thinking, questioning, drawing inferences, constructing knowledge, vocabulary (Word Study), exploring ideas for writing including analyzing prompts, effective communication through reading and writing as well as selecting reading materials independently will be integrated throughout the course.

8TH GRADE HONORS LANGUAGE ARTS

The main goal of the Honors Language Arts class is to prepare students for the academic challenges they will encounter in their secondary and post-secondary careers. Students will engage in a reading/writing workshop model with a focus on inquiry-based critical thinking skills through close reading in addition to questioning strategies, analytical writing, vocabulary development, journaling, and reflection. Honors classes are on-grade level academic courses designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments. Students will focus on non-fiction and prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Critical thinking, questioning, drawing inferences, constructing knowledge, vocabulary (Word Study), exploring ideas for writing including analyzing prompts, effective communication through reading and writing as well as selecting reading materials independently will be integrated throughout the course.

8TH GRADE MATH

This course is designed to prepare students for a rigorous college preparatory algebra course. On a daily basis, students in this course problem-solve, question, investigate, analyze critically, gather and construct evidence, and communicate rigorous arguments that justify their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts.

8TH GRADE HONORS ALGEBRA

Algebra I delivers traditionally rigorous algebraic content using a problem-based approach. A major focus of the course is to develop multiple strategies to solve problems and to recognize multiple ways of understanding concepts. Student who take Algebra I will be required to take and pass the Keystone Exam at the end of the course as a graduation requirement.

8TH GRADE SCIENCE

The eighth-grade Physical Science curriculum investigates properties and states of matter, chemistry, physics, electricity, and laws of motion. We will learn the scientific method, laboratory safety procedures, as well as the metric system and conversion.

8TH GRADE HONORS SCIENCE

In addition to the course description above, students in Honors Science will focus on scientific reading skills, including reading and interpreting graphs, tables, charts, and diagrams in order to gather information used to form conclusions. Students will also recognize patterns of organization such as cause/effect relationships, sequential processes, and comparing/contrasting characteristics. Students will also focus on scientific writing skills that involve the writing of formal lab reports that will include stating problems/making predictions, collecting/analyzing data, and forming conclusions based on experimental evidence and error analysis. Students will be expected to gather information using the Cornell Note method.

8TH GRADE SOCIAL STUDIES

The eighth-grade curriculum offers a rich examination of the period between 1500 and 1791. The focus of the course is divided into two parts. The first marking period of the year will focus on the history of the European mainland. Major topics include the art, politics, and social aspects of the Renaissance; European exploration of Africa and the Americas; the causes and impact of the Protestant Reformation; and the complex personalities who pushed European history forward. The remainder of the year will deal with American history. The course will cover the experiences of Native Americans before and after the arrival of Europeans; how and why Europeans settled in North America; how and why the English came to dominate the region; the political and cultural development of the colonies; the origins, growth, and development of slavery; African and European interaction; the African response to slavery; the differences as well as similarities in the three main colonial regions; the experiences of indentured servant laborers; economic opportunities and social mobility in the colonies; ethnic diversity in the colonies; changing British imperial policy; and the roots of the American Revolution. Upon completion of the course, students will understand the topics and the major issues included in this curriculum.

8th GRADE HONORS SOCIAL STUDIES

In addition to the course description above, students in Honors Social Studies will focus on historical reading, such as sourcing, giving context to materials, corroborating sources, and close reading of materials. Sourcing includes determining the origin of materials, deciding where the source fits in with the wider scale of historical thinking, and determining the authenticity of the source as well as reading materials for details. Students will also focus on historical writing skills, such as argumentation, and the assessment of arguments for validity. Students will analyze prompts and the core structure of historical writing as well as construct thesis statements.

RELATED ARTS COURSES FOR EIGHTH GRADE

ART

Art is an exploration of a variety of materials and techniques, widening a student's understanding and experience of art making. While drawing is the framework for many projects, we explore all categories of art: painting with tempera or acrylics; sculpture with materials such as clay, cardboard, and paper mache; printmaking through stamp making, screen printing or linoleum cuts; and crafts with projects like weaving, candlemaking, papermaking, and bookbinding. Most projects also have a connection to the artists who work with the differing media through examples and visuals of their work. Art is rich with the vocabulary of artists and art making. Work is assessed through a rubric provided at the start of each project, so a student is aware of expectations for grading and the given emphasis for a project. At the end of a project, students may assess themselves and reflect on their own art making.

JAZZ BAND

(Prerequisite: audition/evaluation by the director)

The membership consists of a limited jazz instrumentation and is chosen by the director through an audition process. The instrumentation is as follows: alto, tenor, and baritone saxophones, tuba, trombones, trumpets, drum set players, electric and bass guitars. Jazz/Big Band music is the primary focus of this class. **Students who choose this course MUST be able to read music!** All wind players such as saxophones and brass **MUST** be part of the Symphonic Band. **There are a LIMITED number of bass and electric guitar and drum positions in this ensemble.** **Attendance at all performances and rehearsals is mandatory.** This is a co-curricular course, which means that it has some requirements outside of school hours.

SYMPHONIC BAND

(Prerequisite: audition/evaluation by the director)

NOTE: This course requires a FULL YEAR commitment on the part of the student. Brass and woodwind players should schedule this course. Percussion students should consult band director.

This class is a select instrumental organization whose members are selected or recommended by the high school or middle school director through an evaluation process. This is a high-profile ensemble. The members are part of **ONE** band, the Marching Red Raider band and the Coatesville Area Senior High School Concert Band. During the marching season, the band rehearses two nights per week. If there is a competition on a Saturday, the band will rehearse before the competition. The Marching Red Raiders enjoy a demanding fall schedule, comprised of competitions, football games, parades, and community events, which concludes at the end of football season. However, other performances (i.e. parades, community events, etc.) *may* involve marching after football season has concluded. Participation is expected at all announced performances. **Attendance at all performances and rehearsals is mandatory.** This is a co-curricular course, which means that it has some requirements outside of school hours. Exceptions to this policy **MUST** be approved by the director and the principal. There is a participation fee of \$80 to cover the cost of dry cleaning. Some students may need to purchase shoes and/or gloves at an additional cost of up to \$40.

PERCUSSION ENSEMBLE

(Prerequisite: audition/evaluation by the director)

Only percussionists should schedule this course. Brass And woodwind players must schedule Symphonic Band. This course is designed to explore the melodic percussion instruments. This class will have several mandatory performances. Students must be able to read music. The instruments that will be covered are Timpani, Marimba, Xylophone, Vibraphone, field battery, and all types of auxiliary instruments as well as some rudiment percussion. Students must be recommended by the teacher/director. During the outdoor months, this group performs with the Marching Band. This is a co-curricular course, which means that it has some requirements outside of school hours.

CONCERT CHOIR

Concert Choir is a **non-auditioned** choir made up of male and female voices. This course is to develop the vocal instrument through instruction on all aspects of the vocal anatomy, vocal technique, and sight reading of music. Concert Choir is also essential for students to strengthen their skills to advance to Bel Canto Choir in their 10th grade year, or Meistersingers in their 11th grade year. The choir performs an SAB/3-part Mixed repertoire of music selected from a standard choral repertoire. Vocal sectionals/lessons are a part of each student's Concert Choir experience and are scheduled on a rotated, pull-out basis, based upon the instructor's class schedule. Concert Choir also performs in concerts (including, but not limited to the Winter Celebration of Music and the Vocal Music Department's Spring Concert). Attendance at all performances and rehearsals is mandatory. Because this is a co-curricular course, there are requirements that are to be fulfilled outside of school hours. Exceptions to this policy **MUST** be approved by the director and the principal.

STRING ORCHESTRA

Orchestra meets every other day. The ensemble studies and performs string orchestra music from various time periods and styles. The course also focuses on individual musicianship through ear training, study of theory, technique, and creativity. Students are required to attend a few evening rehearsals throughout the year and perform for the annual Winter and Spring Concerts. Student members are eligible to participate in district, regional, and state orchestra festivals.

MUSIC KEYBOARDING

Music Keyboard is a course in the beginning basics of keyboard playing for those with no prior experience. Classes are taught in group lessons with practice time and individual help given to each student. Classes stress note reading, musical signs, and symbols, intervals, and performance within the classroom setting. Each student has his or her own keyboard for class and lesson use, and what she or he learns is transferable to home organ, piano, or keyboard.

PHYSICAL EDUCATION

The Physical Education program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead-up games, team sports, and physical fitness activities. It is designed to meet the physical, emotional, mental, and social needs of the middle school student. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities and cooperative games. The students will also have opportunities to become involved in life-long physical activities through individual sport units. The program promotes the spirit of cooperation, leadership, fair play, and friendly competition.

STEM

In this hands-on course, students develop and utilize problem-solving skills as they move through the engineering design process. Through collaboration, students identify and produce solutions to real-world problems. Each grade level focuses on a different set of problems that coincide with the engineering and technology standards for that grade. Topics include 21st century life and career skills, higher order thinking, communication, presentation, and exploration of personal aptitude, interests, and goal setting. Students apply the engineering design process through building and testing wood bridges, rockets, and earthquake structures. Career research is utilized to help students identify future career paths along with mapping out potential high school coursework plans.

FAMILY AND CONSUMER SCIENCE

The mission of Family and Consumer Sciences is to prepare students for independent living, family life, and work life. Through the middle school program, teachers strive to provide classroom experiences that will help students to develop the knowledge and skills needed to make informed and healthy choices. Eighth-grade Family and Consumer Sciences explores the following topics: sewing, food safety topics, and foods lab experiences. Topics within the sewing and foods units build on previous learning. Students also explore how to get a part-time job including references, working papers, job applications, resumes, interviewing, and career research. Money management and consumer shopping topics are also studied.

COMPUTER APPLICATIONS

Students will explore the various ways they can communicate using Microsoft Office programs (Word, Excel, and PowerPoint), in addition to Google Drive applications (Google Docs, Google Sheets, and Google Slides).

KEYBOARDING/COMPUTER APPLICATIONS

Keyboarding/Computer Applications is designed to teach the “touch method” with acceptable speed and accuracy levels. Students will explore the various ways they can communicate using Microsoft Office programs (Word, Excel, PowerPoint, and Publisher), in addition to Google Drive applications (Google Docs, Google Sheets, and Google Slides). This class will meet every day during the cycle.

SPANISH 1

Spanish is an introductory course designed to develop conversational and comprehension skills to a beginning/novice level of proficiency. The course provides opportunities for reading, speaking, writing, and listening in Spanish. In addition to practicing conversational and comprehension skills, students will receive direct instruction concerning basic grammatical concepts and

vocabulary development. Furthermore, students will acquire a basic understanding of the culture and geography of the people and places of Spain, Central America, and South America. There will be assessments and activities offered at varying degrees of difficulty to adequately meet the needs of each language learner at their own particular level of mastery. Opportunities to practice and experience the language in class as often as possible and formal graded oral assessments will help foster oral proficiency.

FRENCH 1

French I is an introduction to the French language and culture. The focus of this course will be using basic vocabulary and standard sentence structure for verbal and written comprehension and production. By the end of this course, students will be expected to be able to respond to questions in complete sentences, as well as converse at an elementary level through guided dialogue.

GERMAN 1

This course is an introduction into the cultures of Germany, Switzerland, and Austria. The focus is on basic vocabulary and expressions. Topics included are discussing school, talking about music and sports, and getting together with friends. Cultural events such as Oktoberfest are celebrated.

AFJROTC

This is a customized course that covers a variety of leadership and aerospace subjects. The course is specifically created for the Air Force Junior ROTC program. Aerospace Science curriculum introduces students to the history of aviation, science of flight, cultural studies, exploration of space and even survival training. The Leadership Studies portion of the course introduces students to Air Force traditions and ceremonies, effective communication skills, career opportunities, and management skills.

Throughout all the courses of study, there are individual and group activities, technology enrichment, readings, review questions, video segments, and assessments to guide in the reinforcement of the materials.

Coatesville Intermediate High School