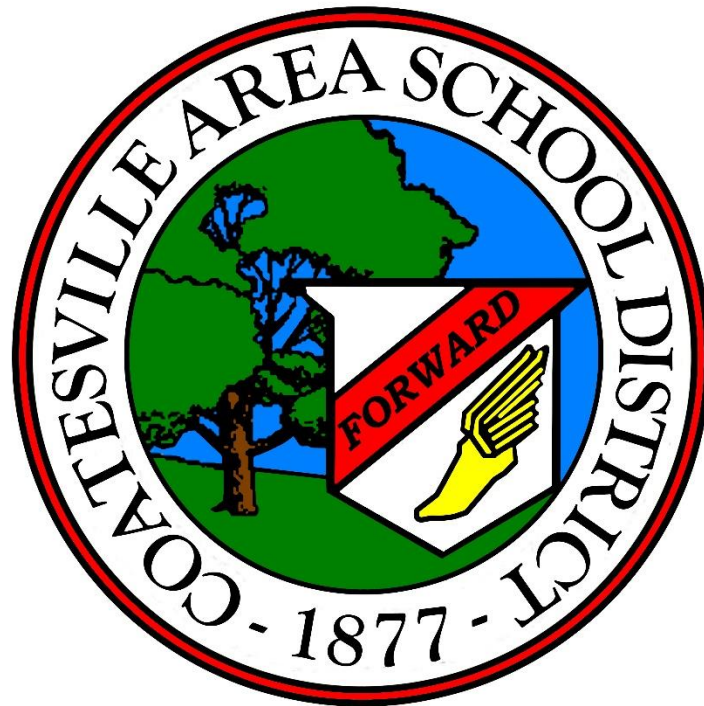


# MIDDLE SCHOOL COURSE SELECTION GUIDE



**2018-2019**

**NORTH BRANDYWINE, SCOTT, & SOUTH BRANDYWINE**

## MISSION STATEMENT

The mission of the Coatesville Area School District, rich in diversity and committed to excellence, is to create innovative educational experiences which are funded by the taxpayers, supported by the community, delivered by dedicated teachers and administrators, to ensure all students will become responsible, contributing global citizens.

## SCHOOL INFORMATION



### **NORTH BRANDYWINE MIDDLE SCHOOL**

256 Reeceville Road  
Coatesville, PA 19320  
610-383-3745

Dr. Christopher Jahnke, Principal  
Mrs. Melissa Willis, Assistant Principal



### **SCOTT MIDDLE SCHOOL**

800 Olive Street  
Coatesville, PA 19320  
610-383-3750

Ms. Chamise Taylor, Co-Principal  
Dr. Eugenia Roberts, Co-Principal



### **SOUTH BRANDYWINE MIDDLE SCHOOL**

600 Doe Run Road  
Coatesville, PA 19320  
610-383-3750

Mr. Jeff Colf, Principal  
Mrs. Allison Shimon, Assistant Principal

**COURSES OFFERED**

**SIXTH GRADE**

English Language Arts  
Math  
Science  
Social Studies



**SEVENTH GRADE**

English Language Arts  
Math  
Science  
Social Studies



**EIGHTH GRADE**

English Language Arts  
Math  
Science  
Social Studies

**RELATED ARTS**

Art  
Band  
Chorus  
Family and Consumer Sciences  
Health  
Orchestra  
Physical Education  
Spanish  
STEM



## SIXTH-GRADE COURSES

### 6<sup>th</sup> 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.

### PRE- AP 6<sup>th</sup> GRADE ENGLISH LANGUAGE ARTS

The main goal of the Pre-AP English 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. Pre-AP 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.

### 6<sup>th</sup> GRADE MATH CORE CONNECTIONS, COURSE 1

Core Connections, Course 1 is the first of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. On a daily basis, students in Core Connections, Course 1 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.

At the end of sixth grade, an assessment will be given to students to help determine student preparation for the two seventh-grade math options available, including Core Connections 2 or a hybrid of Core Connections 2 and 3.

## **6<sup>th</sup> GRADE SCIENCE**

The sixth-grade Earth Science curriculum introduces students to the four branches of earth science. The branches consist of meteorology, astronomy, geology, and oceanography. They will learn the scientific method, laboratory safety procedures, as well as the metric system and conversion.

## **PRE-AP 6<sup>TH</sup> GRADE SCIENCE**

In addition to the course description above, students in Pre-AP 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 develop 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.

## **6<sup>TH</sup> GRADE SOCIAL STUDIES**

The sixth-grade curriculum introduces students to the idea of history. The class will build the foundation for future historical understanding. Students will be introduced to the idea of primary and secondary sources and the various types of history available for study. The course opens with an examination of world geography and the role that geography plays in human settlement and the evolution of Human Societies. After the first marking period, students will travel back in time to the great cradles of civilization. Mesopotamia, Egypt, India, the cultural impact of the Hebrews, the importance of Greek civilization, and the development of Rome and Christianity will be explored.

## **PRE-AP 6<sup>TH</sup> GRADE SOCIAL STUDIES**

In addition to the course description above, students in Pre-AP 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.



## SEVENTH-GRADE COURSES

### 7<sup>TH</sup> 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.

### PRE-AP 7<sup>TH</sup> GRADE ENGLISH LANGUAGE ARTS

The main goal of the Pre-AP 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. Pre-AP 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.

### 7<sup>TH</sup> GRADE MATH CORE CONNECTIONS, COURSE 2

There are two options available for seventh-grade students in math. The first option, Core Connections, Course 2 (CC2), which is the second of a three-year sequence of courses, designed to prepare students for a rigorous college preparatory algebra course. On a daily basis, students in Core Connections, Course 2 use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying 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. The lessons in the course meet all the content standards and embed “Mathematical Practices” throughout the year.

The second option is a hybrid of Core Connections 2 and 3. The course is a combination of skills and concepts taught in Core Connections 2 and 3. Successful completion of this course will prepare students to take Algebra in eighth grade. The description of Core Connections 3 can be found under the eighth-grade math course description.

## 7<sup>TH</sup> GRADE SCIENCE

The seventh-grade Life Science curriculum will emphasize the characteristics of living things, cell structure and function, the principles of genetics and inheritance, and an exploration of a variety of topics related to the environment and its natural resources and habitats. Students will learn the scientific method, laboratory safety procedures, as well as the metric system and conversion.

## PRE-AP 7<sup>TH</sup> GRADE SCIENCE

In addition to the course description above, students in Pre-AP 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.

## 7<sup>TH</sup> GRADE SOCIAL STUDIES

The seventh-grade curriculum offers a rich examination of evolution and interactions between Western Culture to AD 1500. The focus of the course is divided into two parts. The first semester of the year will focus on the ramifications of the fall of the Western Roman Empire. Major topics include the development of Eastern art, politics, and the social differences between the Western world and the wider world. Students will compare the evolution of Christianity with the development and spread of Islam. The course also looks at the impact of trade and the causes for conflicts between religious groups as well as the rise and fall of empires. The second semester will compare the development of European Medieval culture with Japanese feudalism and attempt to determine why Europeans began to look beyond their borders while Eastern cultures became more insular. Over the course of the second semester, major topics will include the Crusades, Renaissance, and European Reformation as well as the Scientific Revolution.

## PRE-AP 7<sup>TH</sup> GRADE SOCIAL STUDIES

In addition to the course description above, students in Pre-AP 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.



## EIGHTH-GRADE COURSES

### 8<sup>th</sup> 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.

### PRE-AP 8<sup>TH</sup> GRADE LANGUAGE ARTS

The main goal of the Pre-AP 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. Pre-AP 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.





## 8<sup>TH</sup> GRADE MATH CORE CONNECTIONS, COURSE 3

Core Connections, Course 3 is the third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. On a daily basis, students in Core Connections, Course 3 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.

## 8<sup>TH</sup> GRADE ALGEBRA

Algebra Connections (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.

## PRE-AP 8<sup>TH</sup> GRADE MATH - GEOMETRY

Core Connections Geometry is the second course in a five-year sequence of college preparatory mathematics courses that starts with Algebra I and continues through Calculus. It aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships, and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.



## **8<sup>TH</sup> 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.

## **PRE-AP 8<sup>TH</sup> GRADE SCIENCE**

In addition to the course description above, students in Pre-AP 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.

## **8<sup>TH</sup> 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.

## **PRE-AP 8<sup>TH</sup> GRADE SOCIAL STUDIES**

In addition to the course description above, students in Pre-AP 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 SIXTH, SEVENTH, AND EIGHTH GRADES****ART**

Middle school 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. Middle school 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.

**BAND**

Students who have prior experience performing on band instruments for a minimum of one year can elect to have band in their schedule. Prerequisites for this class include: knowledge and mastery of basic rhythm skills, music notation, time signatures, and the ability to play a Bb concert scale. Students review these concepts in sixth grade and continue developing skills presented in the Essential Elements Book 1. Seventh-grade students begin working in Essential Elements Book 2 learning additional major and minor scales, advanced rhythm patterns, compound meters, and alternate fingerings. In eighth grade, students further develop their knowledge of music notation, rhythm patterns, enharmonics, music appreciation, and history as related to their instrument. The middle school bands perform two major concerts each year.

Band class meets three times per six-day cycle for approximately 42 minutes. During this time, students engage in activities that relate to the curriculum and rehearse ensemble repertoire for performances. Students are also given a 30-minute lesson time where they receive small group differentiated instruction for techniques suited to their instrument. By the time students leave middle school they should have a variety of musical knowledge and literature from multiple time periods and genres.

Students enrolled in band class will work together toward the common goal of making memorable performances of musical excellence. As a result, students will be prepared for high school band and gain a positive ensemble experience while learning valuable life lessons such as teamwork, perseverance, hard work, dedication, and responsibility.

## CHORUS

Students who enjoy singing and performing can elect to have chorus in their schedule. No previous experience is required, however, the ability to follow a score and understand musical notation is extremely helpful. Chorus classes explore musical theatre, solo, and small-ensemble singing, as well traditional and culturally diverse choir repertoire. The middle school choirs perform two major concerts each year.

Chorus class meets three times per six-day cycle for approximately 42 minutes. During this time, students engage in musical activities that relate to the curriculum, and rehearse ensemble repertoire for performances. Students enrolled in chorus will work together toward the common goal of making memorable performances of musical excellence. As a result, students will be prepared for chorus in high school and gain a positive ensemble experience while learning valuable life lessons such as teamwork, perseverance, hard work, dedication, and responsibility.



## ORCHESTRA

Students who have prior experience performing on violin, viola, cello, and double bass can elect to have orchestra placed in their schedule. Students should possess prerequisite knowledge and mastery of skills such as: rhythmic stability, music notation literacy, essential string techniques, time signatures, and the ability to play in the key of D Major. Students review these concepts in sixth grade and then they are expanded upon in the upper grades. Seventh-grade students work with sixteenth note sets and combinations, cut time, and learn the major scale system through the circle of fifths. In eighth grade, students further develop their knowledge of the circle of fifths by learning minor scales and begin studying compound meter.

Students enrolled in orchestra class will work together toward the common goal of making memorable performances of musical excellence. As a result, each student will gain a positive ensemble experience while learning valuable life lessons such as teamwork, perseverance, hard work, dedication, and responsibility.

## HEALTH

The Coatesville Area School District is committed to providing a quality curriculum which integrates functional health knowledge, positive health attitudes, and essential life skills for a lifetime of healthy behaviors. All students must be healthy in order to learn. The CASD middle school health curriculum focuses on the whole child (physical, mental, emotional, and social well-being) and provides learning experiences, which promote student health and academic success.

## 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.



### STEM – Grade 6

Students will learn about engineering, construction, and workplace readiness skills while incorporating academic concepts and the process of design and development. Instruction includes designing, building, and testing a roller coaster; researching STEM careers; and many other student-centered projects and activities.

### STEM – Grade 7

Students continue to explore engineering and the different careers that STEM disciplines offer as they develop career readiness skills through independent and small-group projects. Topics include simple machines, computer coding, and balloon-powered cars, along with many other student-centered projects and activities.

### STEM – Grade 8

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 CONSUMER SCIENCES

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.

### **Family and Consumer Sciences – Grade 6**

Sixth-grade Family and Consumer Sciences explores the following topics: hand sewing, healthy eating as defined by USDA MyPlate guidelines, and foods lab experiences. Students also explore inter/intrapersonal topics that contribute to their successful navigation of middle school: time management, manners, family roles, conflict resolution, and decision making.

### **Family and Consumer Sciences – Grade 7**

Seventh-grade Family and Consumer Sciences explores the following topics: machine and hand sewing, food safety topics, and foods lab experiences. Topics within the sewing and foods units build on previous learning. Students also explore child development, how children learn, and safe child-care practices.

### **Family and Consumer Sciences – Grade 8**

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.

## SPANISH

Middle School 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.

