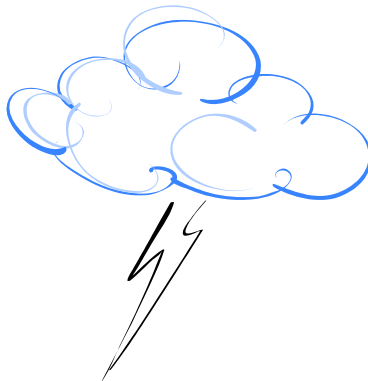


**GRADE 8**

**2010-2011  
CURRICULUM  
HANDBOOK**



**ELKHORN RIDGE  
MIDDLE  
SCHOOL**

# **WELCOME**

We welcome you and your children to ELKHORN RIDGE MIDDLE SCHOOL. Our middle school curriculum is designed to meet the needs of a special group of students, the 10-14 year olds. It is academic but also exploratory. While basic skills are emphasized in core areas, exploratory experiences expose students to additional areas to help them develop new interests, to appreciate the fine and applied arts, and to expand their talents.

We look forward to working with you to help your children move successfully and happily through these transitional years. Adolescents require understanding, love, and patience from their parents, teachers and other adults in their lives. This handbook is designed to acquaint you with the middle school curriculum and activities. We hope it will answer your questions about our program and give you insight as you join us in helping your children make the incredible journey from childhood to adolescence.

## **ELKHORN RIDGE MIDDLE SCHOOL**

### **MISSION STATEMENT**

It is the mission of Elkhorn Ridge Middle School to:

- Provide a safe learning environment that nurtures, challenges and encourages each to reach his or her full learning potential.
- Create an educational program teaching to the needs and characteristics of early adolescents.
- Work collaboratively with students, families, school district personnel, and the community in equipping students with the necessary skills to become productive and responsible citizens.

## **TEAM CONCEPT**

The ELKHORN RIDGE MIDDLE SCHOOL program is designed to promote success. Students are assigned to an academic team in the 6th, 7th and 8th grade. The team serves several purposes. Team teachers are responsible for teaching Language Arts, Reading, Math, Science and Social Studies. The team affords flexibility in scheduling. In addition, the team provides a small unit within the school to allow for more personalized instruction and interaction between teachers and students.

The team teachers, because of their common planning time, are able to work closely to plan appropriate behavioral and instructional strategies for students. Planning time also provides a time to conference with parents and/or resource personnel regarding special learning and behavior needs of individual students.

Through a total team effort, the ELKHORN RIDGE MIDDLE SCHOOL will work to provide each student with opportunities to grow in knowledge of the academic subjects, performance of life skills and the ability to accept and follow through with responsibilities. Self-discipline is the most important aspect to student success. Our team work is focused on helping each student develop that sense of self-responsibility.

## **GRADING**

The grades that are earned at the Middle School become part of the student's permanent record. Grades from the Middle School help to determine which classes students may be eligible for at the High School. As daily grades are taken in class, regular attendance is essential. Due to the participation and class interactions, grades reflect performance and attendance. Students are encouraged to do their best and to prepare all work in the best possible manner. ALL subject areas use the 1-5 grading system, unless otherwise stated.

The grading scale is:

1 = 93%-100%  
2 = 85%-92%  
3 = 78%-84%  
4 = 70%-77%  
5 = 0%-69%

IN = Work Incomplete  
P = Pass  
F = Fail

## **POWERSCHOOL**

Parents have the ability to view their child's academic progress through the internet. Parents can request a username and password for each child that would allow them to track homework completion and current grade status.

# COMMUNICATION/TECHNOLOGY

Communication is an essential part of Elkhorn Ridge Middle School. At no time should parents be in doubt of what and how their child is doing in school. If parents are concerned about their child's progress or have questions about the curriculum at Elkhorn Ridge Middle School please use one of the communication tools available for parents/students or check out the full curriculum on the school web site at [www.elkhorn.esu3.org](http://www.elkhorn.esu3.org). Curriculum is located under the school programs link.

We will make a sincere effort to keep you informed about your child's educational progress, needs and successes. We also encourage you to keep us informed of any problems your son or daughter is experiencing that may be affecting his or her adjustment and performance at school. Together, as partners in education, our youth will be provided with the knowledge, skills, attitudes and character development necessary to lead productive lives.

Elkhorn Ridge Communication Tools:

- Teacher – Voicemail - 334-9302
- Counselor – Ms. Sideris - 334-9302
- Assistant Principal – Mr. Soupir - 334-9302
- Principal – Mr. Riggert - 334-9302
- Power School - See grading description
- Myelearning (teacher web page) (located on school web page under teacher web page tab)

## Reporting Student Progress

The school year is divided into four periods called quarters. Each quarter is approximately nine weeks in length. Grade reports are issued at mid-quarter and at the end of the quarter. Teachers may issue progress reports for their individual courses on a more frequent basis. The quarter schedule for 2009-2010 is:

- Quarter 1 – October 22nd
- Quarter 2 – January 15th
- Quarter 3 – March 18th
- Quarter 4 – May 27th

## HIGH FIVE CURRICULUM

### The 7 Habits of Highly Effective Teens

By Sean Covey

In the 21st century, our students need to be better equipped to handle and manage a schedule that can easily be overloaded with information. An effective tool for learning time management is found in this book by Covey. This is a step-by-step guide to building self-image, identifying priorities, setting goals, building relationships with friends and parents, and resisting peer pressure.

The foundation for instruction is built around the 7 Habits of Highly Effective Teens. The examples included in the book are stories by today's teens. The workbook includes activities that help students to identify where they spend their time and how to use it more efficiently.

## PARENT/TEACHER CONFERENCES FORMAT

We will be using a student-led conference format for sixth grade. Student-led conferences provide a stronger sense of accountability among students, a stronger sense of pride in achievement among students, more productive student-teacher relationships, improves student-parent relationships, and develops leadership skills among students.

Each student invites his or her parents and teachers to attend a meeting concerning their educational goals and progress in meeting those goals. The meetings are facilitated by the student and follow an agenda that the student has developed prior to the meeting. During the meeting, the student shares his or her educational goals and examples of his or her work (portfolio). The student also analyzes his or her strengths and weaknesses, and reflects upon the educational consequences of choices the student has made. Together, the student, teachers and parents determine what each will do to help the student move closer to the student's educational goals.

Parents will be notified with details when your child will be presenting their student-led conference.

If this format does not meet your needs, please notify your child's teacher to schedule a conference with them.

## COURSES OFFERED

<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
High 5	High 5	High 5
<b>Core:</b> Math 6 / Pre-Concepts Language Arts Reading Social Studies Integrated Science	<b>Core:</b> Math 7/Pre-Algebra Language Arts Reading Social Studies Integrated Science	<b>Core:</b> Pre-Algebra/Algebra Language Arts Reading Social Studies Integrated Science
<b>Exploratory:</b> (6 weeks) Art Family Consumer Science Fitness for Life Health Industrial Technology Key Boarding	<b>Exploratory:</b> (6 weeks) Art Family Consumer Science Fitness for Life Health Industrial Technology Computer Applications	<b>Exploratory:</b> (6 weeks) Art Family Consumer Science Fitness for Life Health Industrial Technology Advanced Applications
<b>Specials:</b> *Chorus *Band Physical Education Language Experience	<b>Specials:</b> *Chorus *Band Physical Education *Spanish	<b>Specials:</b> *Chorus *Band Physical Education *Spanish

\* See registration for further explanation

## ACTIVITIES AT ELKHORN RIDGE MIDDLE SCHOOL

## **Athletics:**

### **Boys Athletics:**

<b>Sport</b>	<b>Season</b>	<b>Grade Level</b>	<b>Interscholastic/Intramural</b>
Football	Fall	7 <sup>th</sup> & 8 <sup>th</sup>	Interscholastic
Basketball	Winter (Nov. – Jan.)	7 <sup>th</sup> & 8 <sup>th</sup>	Interscholastic & Intramural
Wrestling	Winter (Jan. – March)	7 <sup>th</sup> & 8 <sup>th</sup>	Interscholastic
Track	Spring	7 <sup>th</sup> & 8 <sup>th</sup>	Interscholastic

### **Girls Athletics:**

<b>Sport</b>	<b>Season</b>	<b>Grade Level</b>	<b>Interscholastic/Intramural</b>
Volleyball	Fall	7 <sup>th</sup> & 8 <sup>th</sup>	Interscholastic & Intramural
Basketball	Winter (Jan. – March)	7 <sup>th</sup> & 8 <sup>th</sup>	Interscholastic & Intramural
Track	Spring	7 <sup>th</sup> & 8 <sup>th</sup>	Interscholastic

## **Non-Athletics:**

<b>Activity</b>	<b>Season</b>	<b>Grade Level</b>
Science Bowl	Fall – Winter	All
Math Counts	Fall – Winter	All
Computer Club	Fall – Spring	All
Year Book	Fall – Spring	All
Student Council	Fall – Spring	All
Chess Club	Fall – Spring	All
Science Olympiad	Fall – Spring	All

**PREREQUISITE:** None

**COURSE DESCRIPTION:** Eighth grade Language Arts continues to emphasize the importance of oral and written communication skills. It is a grammar and writing program which exposes students to a wide variety of opportunities which include, but are not limited to, the following:

1. Composition (a 6 trait writing model will be the primary tool for writing instruction: organization, conventions, ideas, word choice, sentence fluency, and voice). Writing includes descriptive (for state assessment), informational, and other select genres.
2. Oral Communication (may include class discussions and informative speeches).
3. Grammar, mechanics and usage
4. Spelling
5. Library/Research Skills

**TEXT:** Holt Handbook Second Course, Holt/Rinehart/Winston, 2003.

### **READING - 8<sup>TH</sup> GRADE** (CORE CLASS)

**PREREQUISITES:** None

**COURSE DESCRIPTION:** Reading is a skill. The more you do it, the better you become.

This course is divided into various components. The first component is individual class work involving reading and discussing, in large and/or small groups, a variety of short stories, novels, and plays. The second component, Accelerated Reader, is a learning information system that manages the testing, record keeping, and reporting on individual student progress. This learning system encourages increased reading time and works on the student's comprehension. The third component is the State Standards testing. This third component not only includes the testing, but also the time spent in class learning and reviewing the various elements that are tested.

The core text for reading in 8<sup>th</sup> grade:

Anthology: Prentice Hall Literature (Silver), Pearson Prentice Hall, 2003.

In addition to the core materials, the teacher may add other reading as needed or desired.

### **AMERICAN HISTORY - 8<sup>TH</sup> GRADE** (CORE CLASS)

**PREREQUISITES:** None

**COURSE DESCRIPTION:** Eighth grade American History consists of a survey of United States History topics the Creation of the Constitution to the Post World War II era. Emphasis will be placed on the development of social studies skills.

**TEXT:** America: History of Our Nation, Pearson Prentice Hall, 2007.

### **PRE-ALGEBRA - 8<sup>TH</sup> GRADE** (CORE CLASS)

**PREREQUISITES:** Acceptance into 8th grade and a good working knowledge of the basic math skills; addition, subtraction, multiplication and division.

**COURSE DESCRIPTION:** This course will cover topics of math that will prepare students for Algebra I, including:

- \* Algebra and Integers
- \* Algebra and Rational Numbers
- \* Linear Equations, Inequalities, and Functions
- \* Geometry
- \* Statistics and Polynomials

**TEXT:** Pre-Algebra, Glencoe/McGraw-Hill, 2005.

**WEB:** [www.pre-alg.com](http://www.pre-alg.com)

### **ALGEBRA - 8<sup>TH</sup> GRADE** (CORE CLASS)

**PREREQUISITES:** Teacher recommendation based on Stanford 10 Achievement scores, Orleans Hanna Aptitude test and previous years Math performance.

\* A 7th grader is eligible for this course with a teacher recommendation, successful completion of 7th grade Pre-Algebra and exceptional performance on the Orleans-Hanna Aptitude test and the Stanford 10 Achievement test.

\* An 8th grader could take Geometry with teacher recommendation and successful completion of Algebra.

**COURSE DESCRIPTION:** This course will cover topics of math that will prepare students for Geometry, including:

- \* Real Numbers
- \* Equations, Inequalities, and Functions
- \* Systems of Equations and Inequalities
- \* Polynomials
- \* Data Analysis and Probability

**TEXT:** Algebra I, Holt, Rinehart and Winston, 2007.

**WEB:** [go.hrw.com](http://go.hrw.com)

### **INTEGRATED SCIENCE - 8<sup>TH</sup> GRADE** (CORE CLASS)

**PREREQUISITES:** None

**COURSE DESCRIPTION:** This course is an integrated science course covering topics in Chemistry, Biology, Physics and Earth Science. Units covered will include: Measurement, Form and Transfer of Energy, Earth's History, Scientific Inquiry, the Nature of Science, Plant Biology, Cell Reproduction & Heredity, Properties of Matter and introductory Chemistry, and the link between Science and Technology.

**TEXT:** Holt Science & Technology short course series, Holt, Rinehart and Winston, 2007

**WEB:** [my.hrw.com](http://my.hrw.com)

### **WORLD LANGUAGE – SPANISH – 8<sup>TH</sup> GRADE** (EVERY OTHER DAY OPPOSITE P.E./MUSIC)

**COURSE DESCRIPTION:** This course is an all year class designed to focus on communication, culture, connections, comparisons, and communities.

Students will enhance basic skills in reading, writing, speaking and understanding the Spanish language as well as gain a greater understanding of Spanish culture. Prerequisite for this class is successful completion of 7<sup>th</sup> grade Spanish and a teacher recommendation. Additional options are possible based upon parent/ teacher/ administrator discretion.

## **PHYSICAL EDUCATION - 8<sup>TH</sup> GRADE** (REQUIRED CLASS)

**PREREQUISITES:** None

**COURSE DESCRIPTION:** As a part of the total school curriculum, Physical Education offers an organized, sequential progression of activities which provide for the social, physical, intellectual, and emotional development of children through the medium of physical activity.

**ACTIVITIES:**

Soccer	Indoor Hockey	Basketball	Archery
Cross Country	Physical Fitness test	Badminton	Softball
Volleyball	Track & Field	Bowling	Jump Rope
Weight Training	Frisbee	Wrestling	Flag Football

**DAILY ROUTINE:** Class period 43 minutes.  
5 minutes - dress  
8 minutes - exercise  
25 minutes - activities  
5 minutes - shower

**UNIFORM:**  
Must wear tennis shoes and have a change of clothes.

**GRADING:** 1-5 (1=Excellent; 2=Good; 3=Average; 4=Pass; and 5=Fail) Grades are determined using a demerit system based on three areas: Skill-Improvement, Attitude/Dress and Written Test.

## **CHORUS - 8<sup>TH</sup> GRADE** (ADDITIONAL CLASS)

**PREREQUISITES:** None

**COURSE DESCRIPTION:** To establish proper vocal technique and musical style. Knowledge through singing choral music and vocal exercises. Skills developed in 3-part singing, as well as 4-part, if voices available. A variety of musical experiences and performances are covered throughout the year with three concerts.

**Chorus is a semester course with a semester commitment.** Students enrolled must complete the full term of each semester. There is a one week period at the beginning of each semester during which a student may drop chorus. Students are asked to provide the director with a written note from the parent making this request.

**TEXT:** Sing From Octavos

**GRADING:** Grades will be determined by participation and attitude in class and performances, individual skills such as solfege, rhythm, notes, and classroom work.

## **BAND - 8<sup>TH</sup> GRADE**

**(ADDITIONAL CLASS)**

**PREREQUISITES:** 6th through 7th grade bands or permission of the instructor.

**COURSE DESCRIPTION:** Eighth grade band has as its goals the learning of classical and popular music scored for band. Rehearsal procedures and increased musical awareness, as well as solo and ensemble work are stressed. Students will perform in three concerts, one high school football game in the fall and one middle school music contest in the spring. Preparatory material for high school tryouts is fully covered.

**Band is a semester course with a semester commitment.** Students enrolled must complete the full term of each semester. There is a one week period at the beginning of each semester during which a student may drop band. Students are asked to provide the director with a written note from the parent making this request.

**TEXT:** Standard of Excellence Book III

**GRADING:** Grades will be determined by attitude and participation in class, individual playing skills, such as rhythms and scales, fingerings and attendance to events.

**EXPLORATORY BLOCK**

**(6 Weeks) All eighth grade students rotate through each program**

**ADVANCED APPLICATIONS - 8<sup>TH</sup> GRADE**  
**(EXPLORATORY BLOCK - 6 WEEKS)**

**PREREQUISITES:** None

**COURSE DESCRIPTION:** This course allows students to learn advanced techniques as well as new computer technology to solve problems, create products, utilize information and increase academic and personal productivity. Internet Safety will be discussed and emphasized. A final multimedia project involving technology will be created and can be viewed at school or at home.

**PERFORMANCE STANDARDS:** Students will demonstrate the ability to use and understand Multimedia Technology including:

- proper use of the internet for research
- importing graphics
- importing audio
- use of Scanning technology

Students will demonstrate the ability to:

- understand and recognize computer ethics and piracy
- understand and recognize internet safety and potential safety concerns
- develop a plan to organize and incorporate various types of media into a project
- complete a quality multimedia project that can be viewed at school or at home

**GRADING:** Students will be evaluated based on their participation, performance and quality of projects.

**ART - 8<sup>TH</sup> GRADE**

**(EXPLORATORY BLOCK - 6 WEEKS)**

**PREREQUISITES:** None

**COURSE DESCRIPTION:** Students will explore various mediums through painting and or drawing units. A pottery unit will also be included that will further explore 3-D forms and techniques.

**FAMILY AND CONSUMER SCIENCE - 8<sup>TH</sup> GRADE**

**(EXPLORATORY BLOCK - 6 WEEKS)**

**PREREQUISITES:** None

**COURSE DESCRIPTION:** The Middle School Family and Consumer Science Program will be delivered in a student-centered, modular education classroom setting. The courses involve an applied approach to curriculum focused around the following areas: Food science and nutrition, cooking skills, basic sewing and design, fashion and textiles, interior design, family issues, child development, consumer knowledge and life skills. Students will be involved in research, challenging hands-on activities, experiments, problem solving practices and group work.

**GRADING:** A student's grade is based on points earned from classroom participation and modular work.

**FITNESS FOR LIFE**  
**(EXPLORATORY BLOCK - 6 WEEKS)**

**COURSE DESCRIPTION:** Students will gain the necessary tools to develop their own fitness plan that they can apply throughout their entire life. Each student will learn how to maintain their fitness plan while taking into consideration certain health concepts such as healthy nutrition, caloric intake and proper hydration. By learning fitness and health concepts, students will hopefully create positive lifetime habits.

**GRADING:** Grading 1-5 scale

**HEALTH - 8<sup>TH</sup> GRADE**  
**(EXPLORATORY BLOCK - 6 WEEKS)**

**PREREQUISITES:** None

**COURSE DESCRIPTION:** This course will explore many aspects of health. A variety of topics will be included, but not limited to: wellness, stress management, nutrition, physical fitness, eating disorders, prevention and control of diseases, body systems, avoidance of drugs, first aid, violence prevention, relationships, consequences of teenage sexual activity, consumer health, accessing community health resources, health care industry, and health careers. Methods of instruction may include any combination of the following: lecture, group activities, videos, guest-speakers, field trips, and class discussion.

**GRADING:** Writing assignments, projects, presentations, quizzes, tests, and class participation.

\* Classroom resources are available for parent review. See the health teacher.

**INDUSTRIAL TECHNOLOGY - 8<sup>TH</sup> GRADE**  
**(EXPLORATORY BLOCK - 6 WEEKS)**

**PREREQUISITES:** None

**COURSE DESCRIPTION:** This course involves an applied approach to curriculum focused around four areas of Industrial Technology: Manufacturing Technology, Communication Technology, Construction Technology and Transportation Technology. Learning will take place in a modular setting along with thought provoking, problem solving practices with groups of students.

**TEXT:** Technology – Delmar Pub. Inc.

**GRADING:** Students will be graded on orientation (100 pts) and 3 Module Rotations (100 pts each).

**SPECIAL EDUCATION - 8<sup>TH</sup> GRADE**  
**(Resource Room) - (Additional Class)**

**PREREQUISITES:** Students must first be referred by a teacher or parent. Screening of student's records will determine if individual psychological tests are necessary. Placement is dependent on test results.

**COURSE DESCRIPTION:** The resource program provides collaborative support for students in the regular classroom. Adaptations of assignments and tests, study guides, oral reading of tests, and use of technology such as the Kurzweil program are some of the options available where needed. Individual resource classes are offered when inclusion within the regular classroom is not conducive to student's needs and learning. Each student's program will be designed to meet individual academic, behavioral, social and emotional needs.

### **SPECIAL EDUCATION - 8<sup>TH</sup> GRADE** **(Life Skills Program) - (Additional Class)**

**PREREQUISITES:** Student's IEP Team Recommendation

**COURSE DESCRIPTION:** The Life Skills Program is an integration of functional academic, community living and personal/social skills. Students will work on prevocational, recreation/leisure, and home living skills. Students also work on specific curricula to assist them in becoming active participants in the community.

### **HIGH ABILITY LEARNER EDUCATION - 8<sup>TH</sup> GRADE** **(H.A.L.E.) - (Additional Class)**

**PREREQUISITES:** Admission to the H.A.L.E. program:

- Student must achieve 115 or above on a Scholastic Aptitude Measure
- Achievement level total composite of 90% or higher on a standardized achievement test
- Achievement level of 96% or higher on any sub test of a standardized achievement test in the areas of total reading, language arts, mathematics, science or social studies
- Nomination by teacher, parent, self, or peer using a specific list of characteristics

**COURSE DESCRIPTION:** The Middle School program primarily employs interest based seminars and independent study to achieve program goals. Appropriate pacing of curriculum ensures that the rapid learner is challenged. Curriculum compacting is available for those students able to demonstrate mastery of skills. Creative activities such as Destination Imagination are also included. Competitions such as Math Counts, Sigma, American Junior High Mathematics Competition, Math Olympiad, Science Olympiad, Speech Contest and History Day are some of the activities available for students seeking additional challenges.